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ABSTRACT

The guide is arranged in vertical columns relating curriculum concepts in English to curriculum performance objectives, career concepts and career performance objectives, suggested teaching methods, and resource materials. State concepts for ninth grade English, as outlined in the Texas Education Agency "Bulletin 615" for instruction, are used in the manual. Space is provided for teachers' notes which will be useful when the guide is revised. The appendixes include miscellaneous teaching exercises and 26 condensed job descriptions. (EA)

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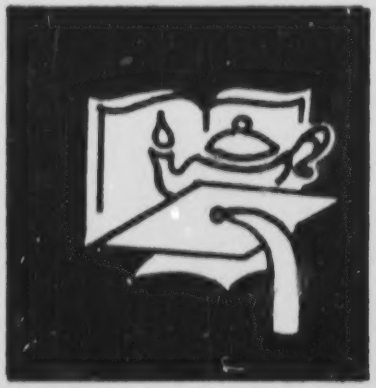

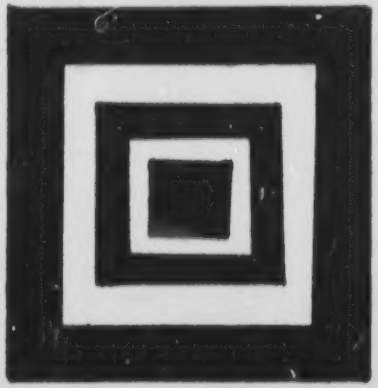

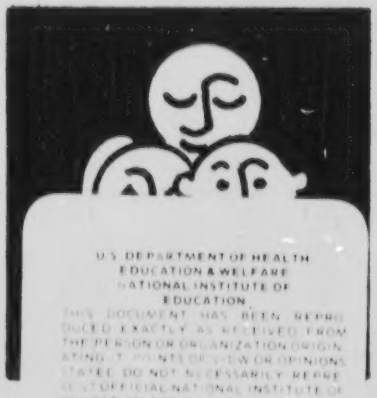

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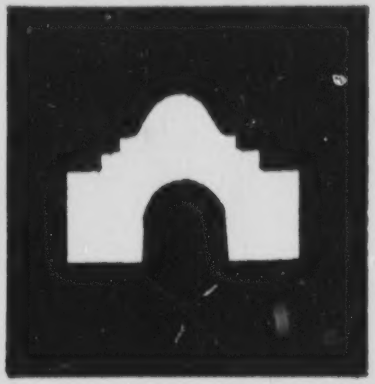

Career - Curriculum Guide

CAREER EDUCATION CENTER

HARLANDALE INDEPENDENT SCHOOL DISTRICT
3706 ROOSEVELT
SAN ANTONIO, TEXAS 78214

ENGLISH - GRADE 9

CE 001 078

CAREER EDUCATION CENTER

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SAN ANTONIO, TEXAS

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NINTH GRADE ENGLISH

CURRICULUM GUIDE

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Career Education Center
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San Antonio, Texas

BEST COPY AVAILABLE

Meaningful existence is the goal of life in today's world. Living takes on meaning when it produces a sense of self-satisfaction. The primary task of education must be to provide each individual with skills necessary to reach his goal.

When children enter school, they bring with them natural inquisitiveness concerning the world around them. Normal curiosity can be the nucleus which links reality to formal training if it is properly developed. A sense of continuity must be established which places education in the correct perspective. Communities must become classrooms and teachers resource persons. Skills such as listening, problem solving, following directions, independent thinking and rational judgement then can merge into daily living procedures.

In classrooms especially designed to form a bridge between school and the world of work, experiences must be developed. On campus performance in job tasks and skills, following a planned sequence of onsite visitation, will fuse information into reality. Practical relationships developed with those outside the formal school setting will provide an invaluable carry-over of learned skills.

Search for a rewarding life vocation is never easy. Without preparation it becomes a game of chance. With a deliberate, sequential, and planned program of development, decisions can be made based upon informed and educated judgements.

A full range career education program, K-12, will offer opportunities for participants to enter employment immediately upon completion of training, post secondary vocational-technical education, and/or a four-year college career preparatory program.

C. N. Boggess

C. N. Boggess, Superintendent
Harlandale Independent School District

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Gratitude is also expressed to the Texas Education Agency, Education Service Center—Region 20, and the Career Education Project Staff.

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Foreword

The staff of the Harlandale Career Education Center is in the process of developing curriculum guides integrating state curriculum concepts with career education concepts. These guides embrace the philosophy that the purpose of public school education is to prepare the student to enter gainfully into the field of work or to prepare him to further his career training by entering college or seeking other training beyond high school.

The composition of this guide was influenced by the following factors: (1) the need to teach curriculum concepts required by the state, as set out in Bulletin 615; (2) the need to have a guide which could easily be adapted to the quarter system; (3) the need for inclusion of career education concepts and materials into this guide, without disruption of instruction in basic academic concepts; (4) the need to write the guide in terms of student performance objectives; and (5) the need to build transportability into the guide so that it is easily adaptable to the needs and resources of other school systems.

It is reasonable to believe that individual teachers will find necessary the modification of this guide to their own classroom needs. Some will find the performance objectives too demanding as written; others may find their students unchallenged by the same objectives. Within the limits of the prevailing length of term within a school district, the instructor may choose to shift concepts from stated positions. Concepts may be taught repeatedly. This guide is intended to be a means for more fully educating the child and should not be considered an inflexible pedagogical instrument.

Philosophy

Viewed from the standpoint of career education, the language arts program is an essential part of the "equipment" the student acquires as he becomes aware of the many kinds of careers, selects one to his liking, and finally leaves school to pursue it for the better part of his life. While preparing himself he must learn to speak, listen, write and read in a satisfactory manner; regardless of the vocation he chooses, he must communicate. Should he prepare himself for one of the more specialized careers, he may find that he needs to know how to write seemingly endless reports, edit someone else's writing, make public speeches, take notes and form them into news stories, articles, or creative writing, possibly teach school, or even do a combination of several of these activities plus others.

The function of his teacher is to lead him to think clearly, write correctly and speak properly. By guiding students through the reading and in-depth study of poetry and prose, the teacher aims at educating young minds in logical thinking. In pointing out the organization of an essay, for example, he helps students trace an idea from thesis statement through full development to conclusion. He continues to lead the young down the path of logic repeatedly until they are able to find their way by themselves.

During the long, often frustrating struggle involved in teaching students to think, the teacher must also instruct them in the use of tools by which to express their thoughts in spoken or written form. Grammar, mechanics and usage are consequently introduced. Like most tools, they are to be picked up and used when needed. It is hoped that proficiency in using them will also help students to speak and write effectively.

Instruction in effective expression in spoken and written English should not interfere with a student's natural feelings and leanings toward the language, customs, and culture of the contributing ethnic group in which he had his origin. Though the United States of America is a blend of many cultures, its national language is English; English is therefore taught as the leading national means of communication. Students who can use a second language correctly should be looked upon as more richly endowed educationally and perhaps capable of wider service to their community.

As he instructs these future leaders and followers who will hold many-faceted careers in community life, the English teacher thus attempts to build upon the sturdy framework of reading, writing, and speaking and listening. He attempts to instruct in reading and listening so that his students may form constructive thoughts of their own; he endeavors to instruct in proper mechanics and usage so that they may speak and write those thoughts correctly. He may even suggest that a few of his students may move, like Carl Sandburg, from such jobs as milkman, barber-shop porter, dishwasher, truck driver, scene shifter, farmhand, and carpenter's assistant to the lofty position of well-loved national

poet. Many a dream has grown from the source of a so-called "lowly" job. And what are dreams for, if not for fulfillment?

Miss Mary Dauney
Secondary Consultant
Harlandale Independent School District

Use of the Guide

This manual uses state concepts for ninth grade English as outlined in the Texas Education Agency Bulletin 615. As their schedules permit, teachers are urged to study this English guide so that we may benefit from their professional evaluations.

The performance objective mode is used for instruction and implies the necessary evaluation criteria. Each teacher must allow for student differences by selecting performance objectives and modifying levels of acceptable achievement according to the needs of individual students or groups of students.

Career education is included as an extension of the basic curriculum concept. Career concept performance objectives are employed to strengthen fundamental career concepts which are related to the stated curriculum concepts. These career performance objectives may build onto curriculum performance objectives. We cannot overemphasize that career education is an integral—not a separate—part of the curriculum; instruction in the basic curricular concepts of English remains the primary duty of the English teacher.

The guide proper is divided into three sections: "Language," "Composition," and "Literature." Each of these titles identifies the English area which is to receive emphasis—at least fifty per cent of the total time devoted to the section. Although

these three divisions are discrete, promoting conformance with the quarter plans in operation in many school districts, fusion of the various English skills is essential and is incorporated into the performance objectives.

A column of suggested teaching methods has been included to aid new teachers or to offer new or novel approaches to experienced instructors.

All audio visual media listed in the "Materials" column, unless otherwise specifically labeled, are from the Harlandale Independent School District Audio Visual Department. Teachers will wish to preview all audio visual listings to ascertain before class presentation their applicability to a particular instructional situation. The list of films and records is brief, and it is recommended that the teacher study the catalog prepared by the local audio visual center as well as those compilations of the Education Service Center, Region 20, and the Main Branch of the San Antonio Public Library for other useful materials.

"Appendix A" contains numerous exercises and rules which may aid the teachers in presenting various concepts called for in the performance objectives. "Appendix B" contains selected job descriptions condensed from the Occupational Outlook Handbook (a publication of the United States Department of Labor) and other sources; teachers may wish to use these summaries for handy reference when dealing with careers which may be covered in the teaching of this course. One volume of the Occupational Outlook Handbook has been placed in high school library for use by students and teachers. More than 800 jobs are covered in depth by this

volume.

The teacher is urged to note other miscellaneous information included in appendices for possible use in classroom instruction. Other materials which may be used to advantage in conjunction with this guide are Job Clusters, a booklet prepared by the counseling component of the Career Education Center, and a comprehensive listing of resource personnel prepared by the Community Involvement Coordinator.

This guide must be revised, updated, and improved after actual use in the classroom. The teacher's comments, including names of books and other materials, and other constructive criticism will be of vast help in the task of revision.

The credit for success of this guide will be due to the classroom teacher for the willingness to try the new approach, for the ability to adapt the guide to individual needs, and for an understanding that career education must be assigned a role in today's education to prepare the student for the demanding world of work.

Course Requirements for English Language Arts

Grade 9

Taken from Bulletin 560 (revised) 615, Texas Education Agency

Introduction

The English program, grades 7-12 in all schools, provides an instructional progression, each course building upon knowledge and skills attained in earlier grades. In addition, speech, drama, and journalism courses are offered as elective in the secondary program.

Certain instructional elements are common to all grades of the six-grade sequence. These elements are reading of exposition and literature; listening to both exposition and literature; composition, oral and written, expository and creative; and grammar, usage, and mechanics.

Instruction in any one of these elements is carefully related to instruction in other phases, rather than given in segments widely separated in time. Each principle or skill taught is applied to various phases to reinforce the total learning process.

Reading and Literature

In each English course description, skills in reading exposition are differentiated from skills in reading literature. This differentiation is made (1) to point up the need for inclusion of reading materials other than literary selections; (2) to suggest that,

in moving gradually to a more completely coordinated program, some schools may concentrate study of literature in one semester (the second is suggested) and will include additional readings in the first semester.

Expository selections may serve for instruction in such reading skills as determining main ideas, and recognizing coordination; and for instruction in composition by providing a written model and by stimulating ideas. Literary selections may serve for instruction in reading skills peculiar to generalizing about author's meaning, ideas, and achieved effects. Literary selections also provide the subject matter for expository composition and stimulate creative composition.

Reading courses, corrective or developmental, apart from the regular English courses, may be organized. Reading activities in such courses should be planned to reinforce and complement, not duplicate, instruction in the regular program.

Listening

Listening is one of the processes by which students receive and test ideas. Many opportunities are provided in the classroom for directing the development of skills in listening, especially as the reciprocal processes of reading aloud and speaking are proceeding. Instruction in receiving and discriminating ideas from mass media both in and out of school is a part of the responsibility of the English language arts teacher. This responsibility includes teaching reasoning, inductive and deductive; the pitfalls of reasoning; and the devices of propaganda.

Skills of listening are not described separately in the course descriptions since they are similar to those of reading and composition. For example, the reading skill of following a story line, found in the literature sequence, has its counterpart in listening for the story line. Similarly, the writing skill of communicating effectively, found in the composition sequence, has its counterpart in listening for emphasis as a student reads aloud what he has written.

Composition

Composition, oral and written, continues through each course. The balance between speaking and writing is determined by pupil needs, but in the six-year sequence, the proportion of written work gradually increases. When students have command of oral language and and their own ideas, written composition is engaged in as often as possible. Composition assignments generally arise from what the individual or the group has read and talked about. Some composition is creative (imaginative or emotional), especially if the student is interested in expressing himself in literary forms; most composition is expository (informational, factual, critical, analytical). The central purpose of composition is communication of the student's ideas to a listener or reader.

Grammar, Usage, and Mechanics

Grammar is the study of form and structure of sentences. Usage has to do with language practice, spoken, and written. Conventions in spelling, punctuation, and capitalization are referred to in the course description as mechanics. These three elements are

taught directly and incidentally, sequentially, and individually. Drill and practice arise out of student error. Diagnostic tests of knowledge and performance in writing and speaking are used to determine the need for and nature of the instruction.

English Language Arts -- Grade 9

The English course in grade 9 is a segment in the cumulative and sequential twelve-grade program planned by the local school. Elements are reading, including the reading of literature; composition, oral and written; grammar, mechanics, and usage.

Curriculum adjustments are made for individuals and groups (1) for corrective instruction as needed, and (2) for enrichment and acceleration.

Reading

For students who are reading at grade level, instruction includes the following: stating the main idea of an expository paragraph in a short sentence and writing an outline indicating the main divisions of an essay; interpreting ideas implied but not directly stated; beginning to differentiate between purposes of illustrations or examples, between factual and suppositional examples; beginning to recognize the author's point of view, particularly in content materials, such as social studies and science; differentiating rate of reading according to purpose; skimming for answers indirectly stated, for reviewing, and for browsing; and determining word meanings by context clues as well as dictionaries.

Vocabulary development, including words needed in the student's writing and speaking, is a part of instruction, not only in English but in other subject matter areas. Vocabu-

lary study arises from what the student reads and hears. Instruction includes use of advanced dictionaries and context clues for determining word meaning; continued study of connotation and denotation; study of simple etymology, roots and affixes of words of words found in sentence contexts.

In the area of study skills, the student uses a step-by-step method of attack on study-reading; reads and follows directions calling for sub-steps; uses the card catalog and standard library references with some skill; is introduced to the Reader's Guide to Periodical Literature; reads diagrams, graphs, and statistical illustrations with increasing skill; uses the parts of a book as aids to study and begins using format and organization of a book in understanding logical development of topics and chronological presentation.

Some attention is given to development of oral interpretation skills, such as using phrasing, cadence, and stress to reflect meaning, mood, and tone.

Reading instruction in grade 9 uses a variety of materials, such as collections of essays, literature anthologies, textbooks in content areas, expendable reading matter (magazines, newspapers), reference and library books.

Literature

The literature program, all grades, has a primary purpose to develop the skills necessary to read literature. A corollary is the development of appreciations and

attitudes toward literature which will extend from the student's school reading to his personal or individual reading now and as an adult.

In grade 9, literature to be read is generally selected and organized around themes of interest or concern to students, but the literature to be studied is selected and organized according to difficulty in keeping with the reading skills achievement of students. The State-adopted anthologies and school library materials provice the major sources from which selections are made but other resources are desirable (public library, magazines, recordings, paperbacks, films, television, theater).

Skills which are included in the program at grade 9 are following a story line in increasingly complex materials, using knowledge of character and motivation in the making of predictions; using word connotation and denotation of author in limiting the reader's visualization; consciously using sensory impressions in "experiencing" reading; drawing conclusions and seeing character with greater precision and with less reliance upon reaction patterns of the group; beginning to recognize how through word connotations an author sets tone and mood and thus further limits the reader's freedom to imagine; generalizing, in terms of experience, upon the meaning of a story; differentiating between figurative and literal language; seeing literature as a reflection of its region and culture, and thus broadening experience with different ways of life and thought, races, countries, and times.

Literature used in instruction is chosen from a variety of types: poetry, stories, biography, essays (informational, personal), the novel (character-told or omniscient author), and drama (melodrama or surface, especially one-act, radio and television).

Composition

Composition, oral and written, is continuous in the program, with writing receiving more attention than speaking in grade 9. Instruction necessary to effective communication, including spelling, capitalization, punctuation, manuscript form, handwriting, usage, and grammar, should be carefully coordinated with reading, writing, speaking, and listening activities.

Compositions, as in the earlier grades, continue to be written about subjects largely personal, with some, however, beginning to call for thoughtful analysis and to be related specifically to the reading being done. Increasingly, exposition is emphasized, especially explanatory and informative paragraphs. Writing and speaking, based upon carefully organized notes or outline, are included regularly throughout the year. Interested students are encouraged to write imaginative or emotional (creative) prose and poetry.

Skills in composition in grade 9 for students achieving at grade level will include the following: differentiating between fact and opinion; drawing inferences from facts; substantiating abstractions by specific detail; increasing sensitivity to repetitious wording; increasing precision in word choice, for setting tone and mood, for connoting meaning, for

subordinating and coordinating ideas; developing paragraphs in which the first sentence, though perhaps not a topic sentence, raises questions which are then answered logically.

In a composition of several paragraphs, the student learns to write from a simple outline and to show the reader an organization through use of careful transition. In using reference materials, the student should learn to refrain from using the wording or organization of the original. In polishing a composition, the student should proofread with skill; he should begin to revise whole paragraphs at the teacher's direction.

Grammar

In grade 9, after review of concepts developed in grades 7 and 8, students are introduced to the function of the adverbial clause as a modifier, and thus begin the study of the complicated and mature concept of subordination, including concepts of the conjunction, the compound sentence, the complex sentence, and the appositive. Instruction should be grounded in reading in which complex thought relationships are conveyed; drill and practice should consist of the student's using the structure studied in his own composition, rather than identifying those structures in sentences composed by others.

Mechanics

Instruction in mechanics at grade 9 includes forms for business letters as needed to complete assignments involving letterwriting; capitalization needed in written assignments; punctuation particularly of transitional devices, and coordinated and subordinated phrases and clauses to which attention is being given in composition and grammar.

Usage

Instruction at grade 9 develops the student's ability to differentiate levels of usage, identify illiteracies as incorrect, and identify some usages as inappropriate in standard speech and informal writing. Usage errors habitually made by students are singled out for constant attention in all oral and written work. The school faculty should study language habits of students and determine a grade placement where specific usage items are to be attacked.

English — Grade 9

Language

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
PARTS OF SPEECH •Word groups	The student is able to perform the following activities: 1. As a review, list and define correctly the eight parts of speech. 2. Using the four word groups nouns, verbs, modifiers, and function words, and given ten sentences, label with 80 per cent accuracy the word group into which each word in the sentence fits. 3. In sentences of his own composition, illustrate and label with 80 per cent accuracy at least two examples of each of the four word groups.	Career Concept Some knowledge of the construction and correct use of the English language is necessary in almost all areas of work. Career Performance Objective The student is able to perform the following activity: 1. List three careers in which some knowledge of correct English usage is necessary and one career in which no knowledge of correct English usage is required.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Cut out pictures for students to relate to the parts of speech, such as objects, people, and actions. Students may wish to divide into eight groups, each group responsible for the creation of a poster depicting and defining a part of speech. 2. Use blackboard demonstration to show that each of the eight parts of speech fits into one of the four word groups. 3. Encourage students to write original and interesting sentences--avoid the "Spot can jump" rut. <u>For Teaching Career Concepts</u> 1. The students can observe and discuss the difficulty in listing the single occupation requiring no knowledge of English usage. Those that are finally named almost invariably will be in a very low income bracket.	<u>Curriculum</u> HISD AV Dept.: R-50 <u>Parts of Speech</u> (fs) S-1 <u>Why Study Grammar</u> (fs) <u>Career</u> HISD AV Dept.: 16-691 <u>English on the Job: Listening and Speaking Skills</u> (16mm, color, 13½m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SUBJECTS AND PREDICATES SENTENCE ELEMENTS •Predicate noun •Predicate adj. •Direct object •Adjective •Adverb •Prep. phrase •Indirect object •Appositive	The student is able to perform the following activities: 1. Identify in oral discussion at least two simple subjects and two predicate verbs found in selected readings. 2. Given five vocabulary words by the teacher, use each correctly in a sentence, and identify with 90 per cent accuracy complete subjects and predicates in each. 3. Given 20 sentences by the teacher, identify with 90 per cent accuracy the following sentence elements: predicate noun, predicate adjective, direct object, adjective, adverb, prepositional phrase, indirect object, and appositive. 4. Use and identify in his own sentences at least two examples of each of the sentence elements named in Performance Objective 3 above.	Career Concept One's work should be rewarding both to himself and to his employer. Career Performance Objective The student is able to perform the following activity: 1. Identify each of the underlined sentence elements in each of the following sentences: a. One's livelihood is his career. b. A career should be rewarding and pleasant. c. One should plan his education to meet career goals. d. One must give his employer a full day's work for a full day's pay.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. Give sets of sentences in which the subjects have been left out. The same can be done with verbs omitted. 2. Some words which you may wish to suggest to the student are <u>music</u>, <u>sports</u>, <u>jobs</u>, <u>family</u>, and <u>community</u>. 3. See page 89 in "Appendix A" for a suggested exercise of 20 sentences. 4. Give one example. Start a second sentence leaving out the element. Then the student should be able to proceed on his own following the pattern set up in steps 1 and 2. <u>For Teaching Career Concepts</u> 1. Stress that since practically all of his adult life will be spent at some occupation, the student should choose well and put forth his best effort on the job.	<u>Curriculum</u> HISD AV Dept.: R-66 <u>Introduction</u> (to grammar) (fs w/rec.) R-67 <u>Subject-Verb</u> (fs w/rec.) <u>Career</u> HISD AV Dept.: 16)801 <u>Working Together</u> (16mm, color, 12m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SENTENCE PATTERNS	The student is able to perform the following activities: 1. Identify from simple sentences taken from selected readings at least four of the six sentence patterns listed below: a. N--LV--N (Subject-verb-direct object) b. N--V----N--N (Subject-verb-objective complement-direct object) c. N--V--N--N (Subject-verb-indirect object-direct object) d. N--V (Subject-verb) e. N--LV--Adj (Subject-linking verb-predicate adjective) f. N--LV--N (Subject-linking verb-predicate noun) 2. Write a minimum of six sentences using each pattern at least once.	Career Concept Putting his thoughts into written form can help one to clarify career thinking. Career Performance Objective The student is able to perform the following activity: 1. In reference to a career of his choice, write at least one sentence illustrating each of at least three of the sentence patterns.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. You may wish to use the Parker Brothers' "Spill and Say" game, requiring students to identify patterns of sentences that they construct. 2. On a game sheet fill in squares with sentence patterns of all types. The students spin (or in some way choose a square) and give patterns of sentences on which they fall. For Teaching Career Concepts 1. Emphasize to the students that sometimes the spoken word has much less impact on their thinking than words which they record on paper.	Curriculum ESC, Region 20: 4178 The English Language: How It Changes (16mm, color, 11m.) HISD AV Dept.: R-68 Subject-Verb-Modifier R-69 Subject-Verb-Pred. Noun R-70 Subject-Verb-Dir. Obj. R-71 Subject-Verb-Dir. Obj.-Modifier R-72 Subject-Verb-Obj. Comp. R-73 Subject-Verb-Ind. Obj.-Dir. Obj. (All of the 6 above are filmstrips with records.) Career Occupational Outlook Handbook SRA Occupational Exploration Kit	

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Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
NOUN FUNCTIONS •Object of preposition •Possessive modifier	The student is able to perform the following activities: 1. Identify with 90 per cent accuracy in textbook or prepared exercises the following noun functions: object of preposition and possessive modifier. 2. Compose five sentences illustrating each of the two noun functions named in Performance Objective 1 above.	<u>Career Concept</u> Future career planning should begin as early as possible in school. <u>Career Performance Objective</u> The student is able to perform the following activity: 1. Identify the functions of nouns placed in the blanks or underlined in the following sentences: a. I want to study for a career in _____. b. To accomplish this goal, <u>my</u> education must include ___. c. This goal requires ____years of education <u>beyond high school</u>. d. It is unlikely that <u>my</u> ambition is the same as <u>yours</u>.

Suggested Teaching Methods for Curriculum and Career Concepts.	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. See page 90 in "Appendix A" which contains 11 sentences which can be used for identification of noun functions. You may wish to devise a checker game; in order to move the student must identify the function of the noun. 2. These five sentences could be built around a "guess who" or "guess what" theme. That is, the sentences could be the clues to someone's or something's identity. For Teaching Career Concepts 1. Direct students to use the Occupational Outlook Handbook for brief sketches of requirements for various jobs. In the event a student has not made any kind of decision, it may benefit him to explore any job.	Curriculum HISD AV Dept.: S-7 Phrases and Clauses E-60 Recognizing Phrases (Both of the above are filmstrips.) Career Occupational Outlook Handbook SRA Occupational Exploration Kit	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
PREPOSITIONAL PHRASES •Used as adj. •Used as adverb •Differentiating phrases from clauses ADVERB CLAUSES	The student is able to perform the following activities: 1. Identify from selected readings, to the teacher's satisfaction, prepositional phrases used as adjectives and adverbs. 2. Given at least five examples of phrases and five examples of clauses, both constructions given within the contexts of sentences, differentiate between the two types of constructions with 90 per cent accuracy. 3. Given a list by the teacher, write from memory at least ten words commonly used to introduce adverbial clauses, such as <u>although</u>, <u>when</u>, <u>unless</u>, <u>if</u>, <u>before</u>, <u>because</u>, <u>since</u>, <u>as</u>, <u>until</u>, <u>nevertheless</u>, and <u>while</u>. 4. Given an exercise consisting of ten independent and ten dependent ideas, construct ten sentences using adverbial clauses to express subordinate ideas. 5. Observe in the sentences written in Performance Objective 4 above that all adverbial clauses which begin sentences must be set off by commas.	<u>Career Concept</u>

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. This might be a good time to list and review the questions which adjectives and adverbs answer. Adjectives answer the questions "which one?" "what kind?" or "how many?" Adverbs answer the questions "how?" "why?" "when?" "where?" or "to what degree? (how much?)" 2. See page 91 of "Appendix A" for ten sentences which you may wish to use for identification of phrases and clauses. 3. Additional words you may want to use are however, therefore, thus, besides, furthermore, so that, after, where, and when. 4. See page 91 of "Appendix A" for ten suggested items. 5. Stress that this is a definite rule of punctuation.	Curriculum HISD AV Dept.: E-61 Recognizing Clauses R-48 Commas in Clauses and Phrases (Both of the above are filmstrips.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
EXPANDING SENTENCES •Narrative paragraph	The student is able to perform the following activities: 1. Using five basic sentences given by the teacher, use single modifiers, phrases, and at least one adverbial clause to expand each basic pattern. 2. Write a 50- to 75-word narrative paragraph demonstrating sentence expansion techniques by using at least two examples of each method of sentence expansion (modification and coordination).	Career Concept Some careers require more elaborate sentence usage than others. Career Performance Objective The student is able to perform the following activity: 1. Participate in a discussion of careers which require use of expanded sentences (as well as other basic sentence use). Some careers named may be those of advertising copywriter and professional speechwriter.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Following are five sentences which could be used for this exercise. a. James ran. b. Billy thumbed his nose. c. Linda is pretty. d. Mr. Martinez is a fireman. e. George gave Anita some flowers. 2. Some current event in his life should serve as a springboard for a simple narrative composition. For Teaching Career Concepts 1. Caution students that lengthy and complicated sentences are not always best. However, in some professions, such as those brought out in the discussion, the practitioners must be able to use such sentences when necessary.	Curriculum HISD AV Dept.: S-10 Grammar, Modifiers S-3 Adjectives (Both of the above are filmstrips.) Career STA Oc. Ex. Kit #20 "Advertising Worker" HISD AV Dept.: 16-690 English on the Job: Writing Skills (16mm, color, 13½m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SENTENCE EXPANSION •By use of adverb clauses •By use of prepositional phrases	The student is able to perform the following activities: 1. Expand ten given sentences by using adverbial clauses, with correct punctuation of all adverbial clauses used as introductory elements. 2. Expand ten given sentences using prepositional phrases used as adjectives or adverbs.	Career Concept A continuing concern for aptitude and likes is important to career choice. Career Performance Objectives The student is able to perform the following activities: 1. Expand the following sentences by using adverbial clauses: a. I would like to become a ___. b. My father became a ___. 2. Expand the following sentences by using prepositional phrases: a. Since he excels ___ ___, he should consider the field of ___. b. An aptitude and a liking of calculation could lead to a career ___ ____.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. & 2. Page 92 of "Appendix A" has 20 sentences which you can use for this student requirement.		
For Teaching Career Concepts 1. & 2. This could be a good springboard for discussion of the students' parents' occupations. Such points as why they entered these fields, their educations, and their feelings about their jobs could tell the class a lot about the need to prepare for earning a livelihood and the ways in which the job market has changed in the last 20 years.	Career HISD AV Dept.: 16-804 Choosing a Job (16mm, color, 12 m.) Occupational Outlook Handbook	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
VERB FORMS •Simple tenses •Present •Past •Future •Past and past participle forms •Irregular verbs •Perfect tenses	The student is able to perform the following activities: 1. Given a prepared exercise by the teacher, identify for review purposes, with 90 per cent accuracy, the simple tenses (present, past, and future) of each underlined verb. 2. Given 20 sentences by the teacher, determine with 90 per cent accuracy whether the past or past participle form of the verb should be used. 3. Given a list of 50 commonly used irregular verbs in the first person singular form, supply with 90 per cent accuracy the past and past participle forms. 4. Write from memory the formulas for the three perfect tenses, as follows: a. present perfect=<u>have</u> or <u>has</u> + past participle b. past perfect=<u>had</u> + past participle c. future perfect=<u>shall</u> or <u>will</u> + <u>have</u> + past participle 5. Given an exercise containing at least 20 underlined examples of perfect tenses, identify each with at least 80 per cent correctness.	<u>Career Concept</u> Those engaged in certain professions, especially those involving speaking to audiences, must be aware of proper tense usage. <u>Career Performance Objective</u> The student is able to perform the following activity: 1. Participate in a discussion of careers involving addressing audiences--careers in which correct speech and correct use of verb tense would be important. Some careers named may be those of radio and television announcers.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Numerous textbook or workbook exercises are available for you to use on this type of exercise. 2. A list of helping verbs will help explain the use of past and past participle forms. Explain that the use of a past participle form without a helper makes the user appear very nearly illiterate. 3. Use standard textbook lists, if you wish to use a prepared list. 4. Perfect tense usage is extremely difficult to get across. Aside from use of the formulas, do not be overly concerned at lack of total understanding by the students. 5. By the use of classroom drill, you will be able to show that by use of the formulas, perfect tenses can be identified every time. For Teaching Career Concepts 1. An address to the class by a local television or radio personality on the requirements, good and bad points of his job, and preparation through education may be beneficial to your students.	Curriculum ESC, Region 20: 4608 Verbs-Recognizing and Using Them (16mm, color, 11m.) HISD AV Dept.: 16-76 Grammar-Verbs and the Ways We Use Them (16mm, b/w, 10 m.) S-4 Verbs (fs) Career Occupational Outlook Handbook "Appendix B" SRA Oc. Ex. kit #280 "Radio and Television Announcer" HISD AV Dept.: 16-802 Communicating with the Public (16mm, c.,16m.) MT-349 Radio and Television Announcer (mag.tape)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
PLURALIZATION OF NOUNS CAPITALIZATION USE OF THE APOSTROPHE	The student is able to perform the following activities: 1. Given a list of at least 50 singular nouns, form their plurals with 90 per cent correctness. The list will include nouns ending in s, z, ch, sh, x, and o; nouns requiring a change in spelling; nouns ending in y; and nouns requiring a change of f to v. 2. Participate in a discussion of a teacher-provided list of capitalization rules. 3. Capitalize with 90 per cent accuracy a prepared exercise of at least 20 sentences. 4. Given an exercise requiring the use of apostrophes to show possession and to form plurals of letters, symbols, and numerals, complete with 90 per cent accuracy.	Career Concept Many items used in career research require the use of capitalization. Research can well consist of more than one type of source. Career Performance Objective The student is able to perform the following activity: 1. Employing correct capitalization, list one example of each of the following (in relation to one career of the student's choice): a. a business or industry involved in this career b. a person involved in this career c. one book title concerning this career d. one standard research source containing material about this career

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Pages 93 and 94 of "Appendix A" contain some helpful rules for pluralization and a list of 50 singular nouns. 2. Eighteen capitalization rules are set out on page of the appendix. 3. Page 96 of "Appendix A" has 20 sentences which you may use for practice in capitalization. 4. A brief exercise on use of the apostrophe is shown on page 97 of "Appendix A." For Teaching Career Concepts 1. Listing this information will broaden the student's job information horizons. You, or one of them, may invite a businessman or some other career person to address the class (perhaps his name having been selected from the students' assignments).	Curriculum HISD AV Dept.: S-12 Spelling, Some Problems S-13 Spelling, Seeing and Hearing S-14 Spelling, Memory Aids (All of the above are filmstrips.) Career Occupational Outlook Handbook SRA Oc. Ex. Kit HISD AV Dept.: MT-317 Managerial Occupations	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
PRONOUNS •First possessive •Second possessive •Reflexive •Agreement of verb	The student is able to perform the following activities: 1. Given an exercise requiring at least 20 responses and indicating the person and number of the pronoun form to be used, enter with 90 per cent accuracy the first possessive[1] and the second possessive[2] forms of pronouns. 2. Given an exercise requiring insertion of the correct form of one of the eight reflexive pronouns, complete with 100 per cent correctness. 3. Given the final s rule by the teacher, complete with 90 per cent accuracy at least 50 responses requiring a selection of the proper verb form to agree in number with its subject.	Career Concept

[1]Followed by a noun: His book.

[2]Not followed by a noun: Here is mine.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. See page 98 of "Appendix A" for a 16-sentence exercise. 2. Most textbooks contain one or more excellent exercises of this sort. Explain with chalkboard exercises the difference between reflexive and intensive uses of these pronouns. 3. You may give the following or a similar word frame: He/it _____. (The form which fits is singular.) They _____. (The verb which fits is plural.) Ask them to observe that singular verbs generally end in s; the plural verbs do not end in s.	Curriculum HISD AV Dept.: S-5 Pronouns E-64 Using Personal Pronouns E-65 Reflexive, Relative, and Interrogative Pronouns (All of the above are filmstrips.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
VERBS (continued) •Use of be USAGE •Comparison •Positive •Comparative •Superlative •Avoiding common usage errors	The student is able to perform the following activities: 4. Given charts showing the correct use of be in both present and past tenses with all three persons, fill in with 90 per cent accuracy exercises requiring the proper form of be. 5. Use correctly in sentences of his own construction or in prepared exercises the positive, comparative, and superlative forms of at least ten adjectives and five adverbs. 6. Participate orally in exercises given by the teacher in usages in which errors are most likely to occur, with emphasis on correct usage, including avoiding the use of the double negative; avoiding the use of ain't; the correct use of lie and lay, sit and set, and rise and raise; and avoiding the redundant use of pronouns (the man he . . .).	Career Concept Although in the middle school many students have multiple career interests, an establishment of preference and a narrowing down of interests should begin. Career Performance Objective The student is able to perform the following activity: 1. Fill in the blanks in the following sentences: a. My three vocational interests now are in the fields of ____, _____, and _____. b. However, I like ___ better than ____. c. Of the three fields, though, I like _____ best of all.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 4. -- 6. Standard textbook exercises may be used for these activities. However, students themselves may contribute their own suggestions as to which common errors in usage require the most remedial study. For Teaching Career Concepts 1. This can easily be tied in with instruction in the curriculum concept involving comparisons.	Career Occupational Outlook Handbook SRA Oc. Ex. Kit	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
TRANSFORMATION •Requests •Questions •Active and passive voice	The student is able to perform the following activities: 1. Given one example of each of the five basic sentence patterns, transform each into a request. 2. Given one example of each of the five basic sentence patterns, transform each into a question. 3. Given ten sentences demonstrating active voice, transform each into passive voice. 4. Having written a narrative paragraph of approximately 50 words, in which no passive voice constructions are used, rewrite the paragraph changing each active voice construction to a passive voice construction, and observe the different effect each paragraph has on the reader.	Career Concept Writing technique requirements can vary in different job fields. Career Performance Objective The student is able to perform the following activity: 1. Name one occupation in which use of the passive voice construction in written reports would be used often. Some occupations named may be those followed by chemists and sociologists.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1., 2, & 3. See page 100 of "Appendix A" for three suggested exercises. 4. If several students, whom you have selected after reading the papers, read both their compositions aloud, the different impacts of each verb voice use will be felt and heard by the class. For Teaching Career Concepts 1. Introduce this assignment by discussing uses of the passive and active voices--to stress, respectively, the result of the action and the action itself. In many cases a writer, such as the two named in the performance objective, will want to stress the result or effect of an action.	Career Occupational Outlook Handbook SRA Oc. Ex. Kit #66 "Chemists" #367 "Sociologists" "Appendix B" HISD AV Dept.: MT-311 Sociologists (mag. tape) MT-307 Chemists (mag. tape)	

Composition

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Topic outline •Oral presentation	The student is able to perform the following activities: 1. Using a topic outline form, prepare an outline of a step-by-step process used to perform a particular process, such as starting a new hobby or mastering a sport. 2. Using the outline prepared in Performance Objective 1 above, speak for approximately two minutes to the class on the topic, with emphasis on presenting the information in a logical and organized manner.	Career Concept As soon as possible in high school, one must determine educational requirements and personal traits necessary to enter a profession. Career Performance Objective The student is able to perform the following activity: 1. Using a topic outline form, prepare an outline showing the personal and educational qualifications needed to enter an occupation of choice.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. A list of suggested topics could include "Baking a Cake," "Developing Your Own Pictures," "Driving a Car," and "How to Think about a Career." 2. Encourage students to speak from outlined notes rather than from a speech which is completely written out. For Teaching Career Concepts 1. A discussion can bring out the fact that one advantage of career education is that one can avoid going into a career in which he will be grossly unhappy because of conflicts between his emotional or personal makeup and the requirements of the job. Individual reports to the class on various job requirements may interest the class. Refer students to the Occupational Outlook Handbook for information for this report.	Curriculum HISD AV Dept.: S-19 Selecting the Theme S-20 Digging for Facts S-21 Building Reports S-22 Painting with Words S-23 Finishing Reports S-24 Using Reports (The six above are filmstrips packaged under the title Constructing Reports.) Career Occupational Outlook Handbook SRA Oc. Ex. Kit HISD AV Dept.: 16-801 Working Together (16mm, color, 12 m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
ORGANIZATION OF MATERIAL •Chronological arrangement •Determining relevance •Topic outline •Summaries •Sentence outline	The student is able to perform the following activities: 1. Given at least five steps necessary in performing a physical task, dance, athletic activity, or the like, arrange them in correct chronological order. 2. Given a topic and a list of at least 20 facts (of which at least 7 are irrelevant to the topic), separate and arrange, with 80 per cent correctness, the relevant facts into proper topic outline form. 3. Write one-sentence summaries of at least ten paragraphs taken from an article assigned by the teacher. 4. With 80 per cent accuracy, prepare a mechanically and logically sound sentence outline of one selected article, using complete sentences and subheads no smaller than those designated by Arabic numerals.	Career Concept Although television, movies, and literature unblushingly glamorize some professions, most jobs require at least some routine and unpleasant tasks, possibly boring but essential nonetheless. Career Performance Objectives The student is able to perform the following activities: 1. List at least three occupations which are perhaps greatly overglamorized on television. 2. Discuss as a class the lists prepared in Career Performance 1 above and bring out in the discussion some of the daily routine tasks which persons in these jobs would have to perform.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. See page 101 of "Appendix A" for four short suggested lists. 2. This should be a current topic which has been discussed by the class. It could be a news item, an assigned reading, a television presentation, or some other item of interest. 3. & 4. Current magazines such as Time, Newsweek, Scope, and Literary Cavalcade should offer some articles which can be used to good advantage for summaries and outlining. For Teaching Career Concepts 1. Some of the career workers mentioned on the lists might be detectives and reporters. A visit to the class by one of these persons should prove interesting. See the SRA occupational brief #274 for an interesting anecdote about the routine of a detective.	Curriculum HISD AV Dept.: E-73 Choose the Topic and Get the Facts E-74 Build the Framework First E-75 Sentence and Paragraph E-76 Linking the Parts to Make a Whole E-78 A Brief Introduction to Style E-79 Revising for Content, Structure, and Style (The six items listed above are filmstrips.) Career Occupational Outlook Handbook SRA Oc. Ex. Kit #274 "Detectives" #216 "Reporters" HISD AV Dept.: MT-313 Newspaper Reporters Mt-323 Police Officers (Both of the above are magnetic tapes.)	

9th Grade English

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Character sketch	The student is able to perform the following activities: 1. Write a 50- to 75-word character sketch based on the author's clues in one of a group of selected readings, with at least one statement about his personality, and one about his philosophy of life. 2. Write a 50- to 75-word character sketch of one of his classmates (or himself), mentioning his personality, his attitude toward school, and his plans for the future	Career Concept One of the finest sources of career information is a person who is actually engaged in the career. Career Performance Objective The student is able to perform the following activity: 1. Based on his observation of and listening to a guest career speaker, write a 50- to 75-word character sketch, mentioning, along with physical appearance, the speaker's philosophy of life or work.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Discuss with the students that one small identifying characteristic, such as gnarled hands, a cauliflower ear, or a limp, is often enough to make a character come to life. 2. Urge omission of any remarks which could prove embarrassing to the student being characterized. Perhaps the name of the model should be omitted and either the teacher or the class guess his identify. For Teaching Career Concepts 1. A good one-sentence summary of the speaker's philosophy may be all you should expect. Urge the young writers to draw inferences about the person's attitude by observing his enthusiasm, his willingness to answer questions, and the general tone of his presentation.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Narrative or descriptive paragraph •Similes •Metaphors •Personification •Onomatopoeia	The student is able to perform the following activities: 1. Write a brief descriptive or narrative paragraph on a topic of his choice in which he uses and identifies at least five similes to show that figures of speech can enrich and color language. 2. Record from outside readings in newspapers, magazines, or books at least five similes, two metaphors, two examples of personification, and two onomatopoetic figures of speech. 3. Given at least five nouns by the teacher, create one metaphor with each. 4. In selected poetry, identify with 100 per cent accuracy at least two examples of each of the four poetic devices listed above.	Career Concept

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. In class discussion, bring out common and uncommon similes. Depend upon the students for their contributions. 2. Suggest that the students look at movie reviews, the work of syndicated columnists, and particularly at humor columns for examples. 3. One approach can be the "happiness is. . . " pattern: "disappointment is ___," "embarrassment is ___," "unhappiness is ___," "grief is ___," and "fear is ___." 4. Stephen Vincent Benét's "The Ballad of William Sycamore" and Carl Sandburg's "Wind Song" can be used to find these figures of speech.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Differentiating between fact and opinion	The student is able to perform the following activities: 1. Having been assigned a selection from the literature text or other source, write a brief paragraph containing at least five items of factual information about the author. 2. Participate in a discussion of the definitions of the terms fact and opinion. 3. In relation to the assigned reading in Performance Objective 1 above, write a brief paragraph beginning with this or a similar topic sentence: "In my opinion, '_____' was worthwhile (or not worthwhile) reading." 4. Find and identify from outside sources, such as newspapers, magazines, or other course textbooks one example of factual writing and one example of writing based on the author's opinion.	Career Concept

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. — 3. Before the first writing assignment a discussion of what determines factual material may help students. This would be a good time to list the various sources of biographical information which may be found in your own school library. A comparison by the student of his two papers may help clarify the differences between fact and opinion. 4. Columns by movie or literary critics, or critics of the political scene may be good examples of expression of opinions.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LIBRARY SKILLS •Dictionary use •Parts of an entry	The student is able to perform the following activities: 1. Given a word for which he records the complete dictionary entry, identify each of those items in reference to the word: a. part of speech b. pronunciation c. derivation d. definition e. syllabication.	Career Concept Some careers require not only a thorough knowledge of the English language but a genuine love of its words, mechanics, and structure. Career Performance Objective The student is able to perform the following activity: 1. Participate in a discussion naming some of the careers for which one would have to possess an intense feeling for written language and all of its ramifications. Some careers which could be brought out in this discussion are those of newspaper editors and book editors.
•Etymology	2. Given a list of at least ten words selected by the teacher from assigned readings, determine, with the aid of a dictionary, the country or language from which each of the words is derived. 3. Given five words with interesting histories, use an unabridged dictionary to record the etymology of at least two.	
•Syllabication	4. Given 30 words, correctly divide each into syllables with the aid of a dictionary.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. This can be used to build vocabulary. Using words such as sycophant, gregarious, dilettante, mackinaw, pseudonym, and haughty, have teams of students present their findings to the rest of the class. 2. Students may list words which are new to them. 3. Some words with interesting histories are martinet, hypochondriac demagogue, caesarean (section), gremlin, and gargantuan. 4. Any standard spelling list can supply these words.	Curriculum ESC, Region 20: 4168 We Discover the Dictionary (16mm, color, 11 m.) HISD AV Dept.: R-38 You Can Find Words Easily R-39 Make Alphabetizing Work for You R-40 First You Find It; Then Define R-41 Who's Mispronouncing R-42 The Vowel, Backbone of the Syllable R-43 Words and Their Ways (The six above are filmstrips.) Career Occupational Outlook Handbook "Appendix B" SRA Oc. Ex. Kit #335 "Book Editor" HISD AV Dept.: 16-691 English on the Job: Listening and Speaking Skills (16mm, color, 13½ m.) (This film is suggest-only if not used when mentioned earlier in this guide.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LIBRARY SKILLS •Reference works	The student is able to perform the following activities: 1. Review library resources by naming at least one separate reference work title for each of these five reference areas: a. biography b. general reference c. science d. literature e. fine arts	Career Concept The Reader's Guide to Periodical Literature is an excellent guide to some lengthier magazine articles on a career of the student's choice. Career Performance Objective The student is able to perform the following activity:
•Card catalog	2. Using one book of his choice, reproduce data as shown on the subject, author, and title cards, and be able to explain the relevance of an entry as chosen by the teacher.	1. Using the Reader's Guide to Periodical Literature, list at least three entries referring to occupations of interest.
•Dewey Decimal System	3. Given the subject areas covered by the Dewey Decimal System, match with 80 per cent accuracy these subject areas with their corresponding Dewey Decimal numerical categories.	
•Reader's Guide to Periodical Literature	4. Given an entry taken from the Reader's Guide to Periodical Literature, participate in a discussion of the meaning and importance of the information represented.	

(Continued)

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. You or the librarian may make this more meaningful to the students by conducting a tour through the library, with identification of the different types of books and materials found there. 2. An overhead transparency or a chalkboard diagram of each of the three types of cards may be used to go over in great detail the information found on library cards. 3. A simple matching exercise may be used. Students may choose teams, and each team calls upon one opponent to give a number matching a given category, and so forth. 4. – 6. This may be the reader's first acquaintance with the guide. If a copy can be borrowed from the library, spend time in class explaining and using chalkboard or overhead transparencies to cover use of the guide. (Career Methods—continued next page)	Curriculum HISD AV Dept.: X-89 Introduction to the Library X-90 The Book X-91 The Card Catalog X-92 Selected Reference Sources I: General (The listed titles above are filmstrips.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LIBRARY SKILLS (continued)	The student is able to perform the following activities: 5. Given a list of topics by the teacher, select one for which he lists three references taken from the Reader's Guide to Periodical Literature. 6. Using one or more of the sources listed in Performance Objective 5 above, write a 50-word paragraph beginning with a clearly stated topic sentence and presenting a summary of the information found.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Career Concepts (continued) 1. Students who are able to travel to a library containing bound periodicals may want to get extra credit for reports on some of the articles discovered in their work with the Reader's Guide. Very brief reports on some points which they consider especially interesting, such as salary, special training or equipment required, or unusual working conditions, may benefit all members of the class.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Dialogue •Mechanics USAGE •Figurative language •Slang •Sub-standard usage	The student is able to perform the following activities: 1. Create a fictional dialogue involving at least two persons, using correctly commas and other terminal punctuation for quotations as well as quotation marks, observing proper paragraphing techniques involving a change of speaker, and employing at least five examples of appropriate figurative language. 2. Given five examples of figurative language, rephrase each so that the literal meaning is made unavoidable. 3. Name one advantage and one disadvantage of slang usage. 4. Differentiate between slang or colloquial usage and sub-standard speech by citing one example of each. 5. Observe the use of colloquial dialogue in a selected reading.	Career Concept

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. You may wish to emphasize that in use of quotation marks, commas and periods always remain inside and semicolons and colons go outside. Some examples by you of the varying placement of question marks and exclamation marks may be helpful. 2. -- 5. Discuss with the class the simple meanings of figurative and literal language. Choose many expressions from today's slang which are figurative.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Composition of several paragraphs	The student is able to perform the following activities: 1. Write a book report on a fiction book in which he uses three separate paragraphs of approximately 30 to 60 words each, dealing respectively with the setting, the main characters, and a very brief summary of the plot. A transitional word or phrase is to be used between the first and second and second and third paragraphs, with the correct use of commas to separate the transitional device from the remainder of the text.	Career Concept By studying jobs related to an area of interest, one can greatly broaden his career knowledge. Career Performance Objective The student is able to perform the following activity: 1. In relation to the book read for the curriculum performance objective to the left, list three occupations involved in putting this book before him. Some occupations named may be those pursued by public librarians, printing pressmen, and printing compositors.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. A list of good transitional words and phrases will help students. Some you may suggest or write on the board are in the first place, primarily, in the second place, also, in addition, furthermore, finally, to conclude, and in closing. For Teaching Career Concepts 1. The discussion may involve many occupations. Several to toss into the talk to get started are public librarian, printing pressman, and compositors. See the Occupational Outlook Handbook for a much longer and much more informative list.	Career Occupational Outlook Handbook SRA Oc. Ex. Kit #90 "Compositors and Printing Pressmen" #10 "Public Librarians" HISD AV Dept.: MT-342 Composing Room Occupations MT-344 Printing Pressmen (Both of the above are magnetic tapes.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Paragraphing	The student is able to perform the following activities: 1. In selected readings, find at least one example of the use of paragraphing for each of the following reasons: a. a shift of attention to a different subject or to a different aspect of the same subject b. arrival at a point, in narrating a sequence of events, where there is a need to skip ahead in time to avoid tiresome details c. a shift in scene when narrating a sequence of events d. the need to quote a different speaker when previously quoting another e. the advance from one main idea to another main idea.	Career Concept

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Explain that as the student's writing becomes more sophisticated, he will begin to employ most of these methods of paragraphing. You may wish to duplicate samples of representative themes (which need contain no more than two paragraphs each). Very obvious paragraph divisions will accomplish the purpose and will not alarm the student. Before attempting this exercise, students may benefit from being shown good examples of each type of paragraphing from their textbooks, the Reader's Digest, or other sources.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
MECHANICS •Business letter	The student is able to perform the following activities: 1. Given five disarranged inside addresses, rearrange their parts into correct business letter form. 2. Write a business letter, employing correct form and proper business letter punctuation. 3. Prepare a business letter and envelope which can be mailed. This may be for any business purpose which the student chooses: a request for information, free literature, or catalogs; a thank you letter; or any other purpose requiring business letter form.	Career Concept Occupational handbooks provide excellent sources from which career information can be ordered by mail. Career Performance Objective The student is able to perform the following activity: 1. Write a correct mailable business letter requesting literature on an occupation of interest.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Review of the parts of a business letter is important. It can help students to know that addresses begin with the smallest item, the individual, and progress logically through the largest, the state. 2. Insist on a letter which is perfect in form, spelling, and punctuation. 3. One good application for this letter would be to write to sources from the Occupational Outlook Handbook for occupational literature. For Teaching Career Concepts 1. See Method 3 above.	Career Occupational Outlook Handbook	

Literature

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
DIFFERENTIATING RATE OF READING ACCORDING TO PURPOSE	The student is able to perform the following activities: 1. Assigned a suitable factual article from the text or other source, and given a time limit as determined by the teacher, answer with 80 per cent accuracy a list of questions requiring short factual answers by employing the skimming technique for finding information. 2. Read a short story or other selection chosen by the teacher with the reader's enjoyment being the only purpose, and participate in a discussion of the reading techniques required in this exercise and the one completed in Performance Objective 1 above.	Career Concept In various careers in which large amounts of reading materials must be covered, the ability to read rapidly by skimming is essential. Career Performance Objective The student is able to perform the following activity: 1. List at least three career persons to whom the ability to read rapidly would be greatly advantageous. Administrative managers, book editors, and lawyers may be named and discussed in this category.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
<u>For Teaching Curriculum Concepts</u> 1. This would be a good chance to cooperate or team teach with a science or social studies teacher. With their help in creating questions and assigning readings, a special insight may be gained into reading for factual enlightenment. 2. You may wish to assign all students the same story. A few well-chosen questions after the reading can help establish the fact that pleasure reading has a different goal from study reading. <u>For Teaching Career Concepts</u> 1. The field of law can be used to teach the concept. A visiting speaker, or you yourself, can talk to the class about the need to read legal briefs, review old cases and laws, and quickly scan and review evidence. Some sample briefs would be interesting to all students, and particularly those who think law study is a glamorous romp.	<u>Curriculum</u> ESC, Region 20: 4503 <u>Reading with a Purpose</u> (16mm, color, 11 m.) <u>Career</u> <u>Occupational Outlook Handbook</u> <u>SRA Oc. Ex. Kit</u> #9 "Lawyers" #355 "Book Editors" #339 "Administrative Managers" HISD AV Dept.: MT-317 <u>Managerial Occupations</u> MT-315 <u>Lawyers</u> (The two above are magnetic tapes.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
PARTS OF THE SHORT STORY •Setting •Conflict •Characters •Theme	The student is able to perform the following activities: 1. In selected short stories, identify by oral or written means setting, conflict, characters, and theme. 2. Using assigned short stories or television viewings, write a brief paragraph explaining the conflict in one of these. The paragraph should include a topic sentence naming the conflict, followed by statements telling the background or reasons for the conflict and its final resolution. 3. Participate in a class discussion of themes of at least two short stories assigned by the teacher. This discussion should relate these themes to the student's experience.	Career Concept Work is necessary in all areas of human existence. Even characters in fiction must, if we read between the lines, earn a living. Career Performance Objective The student is able to perform the following activity: 1. Given a list of characters from selected short stories, theorize as to the profession or occupation which the person does or may pursue. The supposition is to be defended with at least one fact or illustration from the text.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1., 2., and 3. Some short stories you may wish to consider for these activities are Arthur Conan Doyle's"The Adventure of the Speckled Band," Edgar A. Poe's "The Cask of Amontillado," James Hurst's "The Scarlet Ibis," Stephen Vincent Benet's "By the Waters of Babylon," Jack Finney's "The Life and Death of a Western Gladiator," Guy de Maupassant's "The Necklace," Francis Wood's "Turkey Red," and Richard Connell's "The Most Dangerous Game." Television offerings such as Kung Fu, Mod Squad, and The Waltons can provide pithy themes and plots for class discussion. For Teaching Career Concepts 1. The same stories mentioned above can apply to this career assignment. Initiate a discussion around the idea that even though fictional characters often appear isolated from work, this separation is not generally found in real life situations.	Curriculum ESC, Region 20: 8837 What's in a Story (16mm, color, 14 m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS IN READING LITERATURE •Understanding complexities of plot •Understanding characterization •Predicting outcomes •Sensory devices	The student is able to perform the following activities: 1. Assigned a series of short stories of increasing complexity by the teacher, summarize orally or in written form the plot of each; identify the main character; list his most important emotional, mental, and physical attributes; name his goal or objective; and at a point given by the teacher, predict the outcome of the story. 2. During the reading aloud by students or teacher of selected writings, participate in a discussion of effective sensory devices and the author's creation of mood and time (which further limits the reader's freedom to imagine).	Career Concept Understanding the characters of others from the subtlety of behavioral clues is important in getting along with one's co-workers. Career Performance Objective The student is able to perform the following activity: 1. Participate in a discussion of the importance of understanding and getting along with one's co-workers.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Generally, a literature text will offer a section of short stories from which stories progressing from simple to complex can be selected. 2. Richard Connell's famous "The Most Dangerous Game" lends itself well to a study of mood and sensory devices in the short story. For Teaching Career Concepts 1. Students may enjoy putting on little dramatic situations to study this objective: "The Boss's Bad Day," "When Not to Ask for a Raise," or other similar episodes.	Career HISD AV Dept.: 16-696 Your Job: Fitting In (16mm, color, 16 m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
COMPOSITION •Creative writing	The student is able to perform the following activities: 1. For extra credit only, observing and following models in the textbook or other sources if possible, create one of the following: a. a short-short story b. a poem c. a one-act play d. an essay of at least 800 words.	<u>Career Concept</u> Talented individuals may choose careers in the creative literary arts. <u>Career Performance Objective</u> The student is able to perform the following activity: 1. List at least three and participate in a discussion of careers in various forms of creative writing.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts and Career Concepts 1. Seeing one's words in print can be quite a thrill. If students are interested, these creative writings can be compiled, with some proofreading and editing, and published (by mimeo or spirit duplicator). Students can learn a lot about careers involving the actual writing, editing, and actual production of printed materials and books through this practical exercise.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
VOCABULARY IMPROVEMENT •Connotations •Denotations •Morphemes	The student is able to perform the following activities: 1. Given such words as work, school, not, adult, success, failure, and love, or other words chosen by the teacher, discuss connotations of at least four. 2. Use the dictionary to list the denotations of the words discussed in Performance Objective 1 above. 3. Differentiate between connotation and denotation by giving a brief definition of each word used in the two performance objectives above. 4. State the meanings of at least ten morphemes given by the teacher, such as vis (see), port (carry), scrib (write), micro (small), graph (write), fer (carry), meter (measure), rupt (break), hyper (over), and super (above). 5. List at least one word incorporating each of the morphemes used in Performance Objective 4 above. 6. In a selected poem, participate in a discussion of connotations brought to mind.	Career Concept Careful selection of words in order to avoid imparting unpleasant connotations is important to many working people. Career Performance Objective The student is able to perform the following activity: 1. Participate in a discussion of various professions in which connotations of words must be carefully considered. Some careers mentioned may be those pursued by stewardesses, district representatives for electric power companies, and dental hygienists.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. If students are asked to write their connotations of some of the words before vocalizing their ideas, the wide range of interpretations may be thought provoking. 2. & 3. Review use of dictionary. 4. & 5. Memorization of these or other useful morphemes will be a step toward vocabulary improvement. 6. "Stars" by Sara Teasdale and "The Whipping" by Robert Hayden are only two of the many poems which you may wish to explore with the class. For Teaching Career Concepts 1. Interesting dialogues can be worked up by students playing up the different connotations which can be placed on the words of a dental hygienist (or a dentist).	Curriculum ESC, Region 20: 4297 Improving Your Vocabulary (16mm, color, 11 m.) HISD AV Dept.: S-32 Synonyms, Antonyms, Etc. S-33 Word Building S-34 Meanings Change S-35 Word Origins S-36 Origins from Other Languages S-37 Origins from Latin and Greek (S-32 through S-37 are filmstrips.) Career Occupational Outlook Handbook "Appendix B" SRA Oc. Ex. Kit #120 "Airline Stewardess" #38 "Dental Hygienists"	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
LITERATURE •Terminology of drama •Preparing summaries •Oral interpretation	The student is able to perform the following activities: 1. Indicate by discussion of selected plays, movies, and television presentations an understanding of the following terms associated with drama: setting, scene, script, characters, tragedy, comedy, farce, and melodrama. 2. Summarize in his own words the mood and content of an assigned scene or portion of a play. 3. Read with feeling and understanding of the playwright's stage directions a portion of a role in a play selected by the teacher for class reading. 4. Provide the following information about an assigned play read individually: type of play (drama, comedy, farce, or melodrama), setting, main characters (with one-sentence descriptions of each), and a brief summary of the plot or events. (Continued)	Career Concept Numerous career opportunities exist in the field of dramatic and entertainment arts. Career Performance Objective The student is able to perform the following activity: 1. List at least five occupations which may be involved in play production. Some of the careers named may be those followed by writers, actors, dancers, choreographers, directors, producers, stagehands, composers, and musicians.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Definitions of each term may be helpful to the students. Any one play can be the basis for illustrating setting, scene, script, and characters. Some good television specials or weekly dramas may be pointed out as fitting into one of the four types of drama. 2. & 3. These activities may be combined. If the student reads the role in advance and then records his impression of its tone, then his oral handling of the bit may be enhanced. 4. & 5. A teacher-prepared form may make this less ominous for the student. Encourage a very brief summary, perhaps three or four sentences. 6. Each member of a group may create a role for himself, and the dialogue would be what he himself would say in the situation presented by the drama. One person in the group should be responsible for the setting and stage directions. (Career Methods—Continued next page)	Curriculum ESC, Region 20: 8836 What's in a Play (16mm, color, 17 m.) Career Occupational Outlook Handbook SRA Oc. Ex. Kit #62 "Actors and Actresses" #150 "Dancers" #133 "Performing Musicians" HISD AV Dept.: MT-308 Actors and Actresses (magnetic tape)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
•Study of drama (continued)	The student is able to perform the following activities: 5. State in one sentence the theme of the play read in Performance Objective 4 above. A different play selected by the teacher may be substituted. 6. As a member of a group, contribute to the writing of a brief play, which, at the discretion of the teacher and/or students, may be performed in class.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Career Concepts (continued) 1. These various jobs can be studied in conjunction with the play produced by the students in Performance Objective 6 on the facing page. In addition to many of the jobs named, students might want to be publicity men, ticket sales personnel, or advertising illustrators.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING TECHNIQUES •Author's point of view •Figurative language	The student is able to perform the following activities: 1. Select and read to the class one newspaper editorial or column which he feels illustrates the individual writer's point of view, restating in his own words the viewpoint which he feels the author advocates. 2. Collect and identify one newspaper or magazine clipping illustrating each of the following: a. satire b. editorial c. propaganda d. political or social cartoon e. "letters to the editor" column. 3. Read to the class one article which he has taken from a magazine or newspaper which illustrates the effective use of figurative language.	Career Concept Local, national, and international events can affect the job market. These are frequently discussed or handled in editorials or cartoons. Career Performance Objective The student is able to perform the following activity: 1. Find one cartoon or editorial pertaining to the job market.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. You may wish, with the help of willing students, to begin collecting newspapers a week or so before the assignment so that all students will have a paper. Review the different sections and types of information found in the newspaper before you proceed with the assignment. 2. & 3. You may wish to have the students do this assignment in the form of a notebook, with extra credit for various embellishments which the students wish to add. For 3 you may have to suggest some authors or columns to get some students started. Local authors include Sam Kindrick and Paul Thompson. Jack Smith and Art Buchwald are syndicated columnists whose writings are colorful. For Teaching Career Concepts 1. This can probably be tied in with the activities above.	Career HISD AV Dept.: 16-805 Applying for a Job (16mm, color, 13 m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS IN READING LITERATURE •Interpreting charts, graphs, and maps	The student is able to perform the following activities: 1. Collect and be able to interpret in his own words one example of each of the following: a. bar graph b. circle or pie graph c. line graph. 2. On a city map, locate the approximate location (when given street addresses) of four of the following: a. the student's home b. the location of the school c. a museum named by the teacher d. the police department e. the public library f. a theater named by the teacher.	Career Concept Statistical charts and graphs provide graphic demonstrations of occupational information. Career Performance Objective The student is able to perform the following activity: 1. Present to the class and interpret a poster or blackboard display which he has prepared on some facet of occupational information garnered from some valid source such as the Occupational Outlook Handbook.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Other textbooks such as social studies texts and science books should provide a wealth of this type of illustration. 2. Generally, these maps are free at service stations. Perhaps some students can bring maps to use. Emphasize the use of the alpha-numeric scales which the maps use to pinpoint addresses. For Teaching Career Concepts 1. The Occupational Outlook Handbook contains quite a few tables and graphs. If not enough information is available, in your opinion, perhaps students could form groups of three or four to collaborate on the drawing and explanations.	Career Occupational Outlook Handbook	

9th Grade English

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS IN READING LITERATURE •Mythology	The student is able to perform the following activities: 1. Given a list of at least ten characters from mythology, write one-sentence descriptions of the role which each plays in mythology. The list may include such names as Achilles, Odysseus (Ulysses), Perseus, Theseus, Circe, Hercules, Cupid (Eros), Venus (Aphrodite), Mars (Ares), Neptune (Poseidon), and Zeus (Jupiter). 2. Using encyclopedias or other reference works, list at least seven facts about one of the characters listed in Performance Objective 1 above. 3. Using at least five of the facts listed in Performance Objective 2 above, construct an informative or narrative paragraph about the character from mythology.	Career Concept The connotations of certain names from mythology may cause one to think of certain professions. Career Performance Objective The student is able to perform the following activity: 1. Name one career which he can associate with each of the following: a. Hercules b. Mars c. Neptune.
•Summarizing	4. Summarize in approximately 100 words the story line of a myth which he has read as an individual assignment.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1.--3. See "Appendix D" for a brief list of characters from Greek and Roman mythology. Thomas Bulfinch's Mythology and Edith Hamilton's Mythology (available in paperback) are excellent, highly readable sourcebooks for a study of mythology. 4. Groups of students may read selected myths, and then by means of dramatization or other improvisation, retell the story to the class. For Teaching Career Concepts 1. Using their knowledge of mythology, students may enjoy creating descriptive names for businesses.	Curriculum HISD AV Dept: 16-560 Mythology of Greece and Rome (16mm, color, 16 m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS IN READING LITERATURE •Reading of a novel •Conflict and plot •Predicting outcomes •Composition •Theme of novel •Descriptive character sketch	The student is able to perform the following activities: 1. Participate in oral as well as silent reading of a novel assigned by the teacher. 2. Participate in discussions concerning complexities and development of plot. 3. Participate in a discussion of those characteristics of the main characters which helped determine the outcome of the novel's conflict or plot. 4. Write a brief paragraph using the following (or similar) topic sentence: "The theme of _____(title of novel), like the theme of any good literature, can be related to the feelings, life, or desires of the reader." 5. Write one paragraph of 50 to 75 words describing in detail the physical appearance of one character (other than a main character) from the novel, using and identifying at least six descriptive adjectives. (Continued)	Career Concept

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. -9. Since class discussions at selected intervals during the reading of the novel are helpful, it may be wise to have all students read the same novel. (Other novels should be allowed, of course, for extra work and credit.) You may want to consider available paperbacks, such as Jack Schaefer's Shane, Twain's The Adventures of Tom Sawyer, or Esther Forbes' Johnny Tremain. The region and culture reflected in the novel can be studied by permitting students to publish a newspaper as it would have appeared during this time, along with student illustrations and advertisements. The class discussions may dwell on the character changes which will be evidenced, in subtle and obvious clues, in the behavior of many characters.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
•Novel (continued) •Composition using supporting statements	The student is able to perform the following activities: 6. Given a broad statement pertaining to one facet of the personality of a character from the novel, write a brief paragraph using a clearly stated and identified topic sentence, using at least four illustrations or facts from the novel to support the given statement.	Career Concept
•Literature as a reflection of regions and cultures	7. During the study of the novel, participate in the discussion of the reflection of its region and culture, by comparing and contrasting with our contemporary society the life, thought, and times depicted in the novel.	
•Vocabulary	8. List exact definitions for each of at least ten new words from the text of the novel.	
•Spelling	9. Spell correctly 90 per cent of a list of at least 50 words compiled from the contributions in Performance Objective 8 above.	

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts See teaching methods for objectives 6 through 9 on the preceding methods page.		

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
READING TECHNIQUES •Using the various parts of a book	The student is able to perform the following activities: 1. Prepare a book report (on a prepared form, if the teacher desires) on a non-fiction book in which he indicates the following: a. copyright date b. publisher c. whether there is a foreword or preface d. the author's purpose in writing the book e. a brief summary of the text of the book.	Career Concept Reading factual accounts about people involved in careers of interest to the student is a good way of investigating career goals. Career Performance Objective The student is able to perform the following activity: 1. Prepare a book report on an autobiography or biography devoted to a person in a career field of the student's interest, using the criteria shown in the Curriculum Performance Objective 1 at left.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum and Career Concepts 1. You may use this type of report to bring out the importance of knowing the copyright date (validity of statistics, among other things), the fact that the foreword or preface can tell much about the author's intent, and the existence of other non-textual book parts such as indices, footnotes, and tables or graphs.	Curriculum ESC, Region 20: 4272 How to Read a Book (16mm, color, 11 m.) Career ESC, Region 20: 8245 How to Read Biographies (16mm, color, 14 m.)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS FOR READING LITERATURE •Shakespeare's life and times •Study of a Shakespearean play	The student is able to perform the following activities: 1. Participate in a discussion of the historical period during which Shakespeare lived and wrote. 2. Participate in a discussion of Shakespeare's life, including mention of some of his works, such as Romeo and Juliet, Julius Caesar, and Macbeth. 3. Read an assigned Shakespearean play to accomplish the following objectives: a. By reading a portion of the play aloud, observe the iambic pentameter rhythm employed by Shakespeare. b. Prepare a one-sentence synopsis of each significant scene. c. Answer with 80 per cent accuracy a teacher-constructed test on characters and events.	Career Concept Most careers change with the passage of time and the advance of technology. Career Performance Objective The student is able to perform the following activity: 1. Name a craftsman who would have been involved in the construction of the Globe Theatre and tell at least one way in which his duties differ from those of his counterpart in modern times.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. — 3. Help students involve themselves in Shakespeare's age. Bulletin board posters showing the costumes, everyday life, and the Globe Theatre help. Enterprising students can build a replica of the Globe Theatre. When reading the play, the students should, when possible, be given their assigned roles a day before so that they may practice their lines. A considerable amount of reading and explaining of dialogue and characterization may be required of you. For Teaching Career Concepts 1. Some craftsmen whom you may wish to suggest to students are carpenters, draftsmen, and architects. Use this as a starting point to discuss the changing nature of jobs in the future.	Curriculum HISD AV Dept: MT-173 Romeo and Juliet (magnetic tape) Career Occupational Outlook Handbook "Appendix B" SRA Oc. Ex. Kit #23 "Carpenter" #33 "Draftsmen" #64 "Architects" HISD AV Dept.: MT-326 Carpenter MT-313 Draftsman (magnetic tapes)	

Curriculum Concepts	Curriculum Performance Objectives	Career Concepts and Career Performance Objectives
SKILLS FOR READING LITERATURE •Recitation of poetry •Paraphrasing poetry •Poetic devices •Imagery •Setting •Mood •Visualization	The student is able to perform the following activities: 1. Recite aloud, from memory, 30 lines of poetry, using adequate techniques of voice punctuation, tone, and rhythm. 2. Paraphrase in not more than three sentences each at least three poems assigned by the teacher. 3. Contribute to class discussion of such poetic devices as imagery, setting, mood, and visualization of scenes and characters in the poetry read.	Career Concept The ability to memorize informa- quickly is very important in some careers. Career Performance Objective The student is able to perform the following activity: 1. Participate in a discussion naming several careers which require good memories, such as those followed by tour guides, auctioneers, and mathematicians.

Suggested Teaching Methods for Curriculum and Career Concepts	Materials	Teacher's Comments
For Teaching Curriculum Concepts 1. Extra credit may encourage students to recite before the class. However, you may wish to substitute private sessions with shy students. 2. Create on the board a paraphrase of a poem read in class. Students can use this as a model for their own assignments. You may choose to suggest five or six poems from which they select. 3. Coleridge's "The Rime of the Ancient Mariner" can be a good basis for a discussion of poetic devices. For Teaching Career Concepts 1. Bring out in your discussion that good memory can be built by practice. Discuss the advantages in some professions of being able to recall prices, quote discounts, cite laws and rules, and state formulas.	Curriculum HISD AV Dept.: PR Favorite American Poems Read by Ed Begley (filmstrip with record) Career Occupational Outlook Handbook "Appendix B" SRA Oc. Ex. Kit #100"Travel Agency Workers" #258"Mathematicians" HISD AV Dept.: MT-303 Mathematician (magnetic tape)	

Appendix A

Miscellaneous Teaching Exercises

Practice in identification of sentence elements

1. That man is a fireman (p.n.) in San Antonio.
2. The girls are winners (p.n.) of the trophy.
3. My books are very old (p.a.).
4. My teacher seems very tired (p.a.).
5. The river flooded the banks (d.o.) of the Mississippi.
6. Some (adj.) monkeys climbed the banana tree (d.o.) quickly (adv.).
7. Soon (adv.) the bell will ring.
8. Juan mailed Michael (i.o.) a letter (d.o.).
9. Bob sent Mary (i.o.) some (adj.) flowers (d.o.).
10. Maria, my sister (app.), is in nursing school.
11. Mr. Jones, the principal (app.), made the morning announcements (d.o.) late (adv.).
12. He went to the rock (adj.) concert with me.
13. Margaret, the girl (app.) in the red dress, is very smart (p.a.).
14. The plane was a B-52 (p.n.).
15. Fernando gave Janice (i.o.) his project (d.o.).
16. The train (adj.) wreck killed thirty (adj.) people (d.o.).
17. Self-discipline will be your hardest (adj.) lesson (p.n.) in life.
18. The moon is full (p.a.) once every twenty-eight days.
19. The volcanic eruption was frightening (p.a.).
20. He called me (d.o.) into his office.

Practice in identification of noun functions (objects of prepositions and possessive modifiers)

1. That is my book on the table.
2. Joan's dress is in the closet.
3. Our students are always courteous in the halls.
4. We will ride with Oscar's mother.
5. The school's football record was 5 and 3.
6. The doctor's phone was busy.
7. Your future should be determined by your interests and ability.
8. Pioneers traveled across the continent.
9. The stars in the sky twinkle by night.
10. The building custodian's work is vital to the operation of the school.
11. Without him the classrooms, halls, and grounds would turn learning off.

Differentiating between phrases and clauses

1. clause: When I grow up, phrase: I want to be a doctor.
2. You will fail the test clause: if you don't study.
3. I asked the girl clause: who didn't know the answer.
4. clause: Before you leave, straighten the desks.
5. clause: Although Bertha was ill, she performed her part well.
6. phrase: During the intermission, I bought some popcorn.
7. The boys had a flat tire phrase: after the dance.
8. Are you going phrase: to the party?
9. I lost my papers phrase: on the way phrase: to school.
10. The books were phrase: under the desk.

Combining independent clauses and dependent clauses to form complex sentences.

1. The birds suddenly stopped singing / when the sun set.
2. I fell down / as I was running along.
3. Mary was called home / because her mother was sick.
4. She was chosen the outstanding student / although she didn't have straight A's.
5. The principal canceled classes / until the snow melted.
6. The team arrived late / since the bus broke down.
7. Janie could not go to the party / if she didn't clean her room.
8. The paint on the wall began to peel / as if the surface had not been properly prepared.
9. Let's hurry to the store / before the storm begins.
10. The springs in the chair were sprung / so that you could not sit on it.

These sentences may be expanded by the use of adverbial clauses.

1. The sun was shining brightly.
2. They decided to go to the beach.
3. The waves lapped against the shore.
4. The hot dogs tasted especially good.
5. James' nose was sunburned.
6. He brought his surfboard along.
7. We had to wait under the umbrella.
8. Mary came running out of the water.
9. The water was warm and salty.
10. We went home exhausted.

These sentences may be expanded by the addition of prepositional phrases.

1. There are five books _____.
2. The swimmer dived _____.
3. _____ there is fertile land.
4. The flowers _____ were beautiful.
5. Countless reminders _____ are everywhere.
6. Bloodcurdling tales _____are often told.
7. Beautiful Creole girls _____ are seen in the French Quarter.
8. The adventures _____ make exciting reading.
9. _____this situation would never have developed.
10. Nevertheless, he decided to fly in the face of tradition and write the report_____.

Rules for forming plurals

1. Most nouns: add s to the singular--ex. bird, birds
2. Nouns ending in ch, sh, s, x, or z: add es to the singular--ex. box,boxes; church, churches
3. Nouns ending in o preceded by a consonant: add es to the singular--ex. hero, heroes; potato, potatoes (exceptions: musical terms, piano, pianos)
4. Nouns ending in o preceded by a vowel: add s to the singular--ex. radio, radios
5. Nouns ending in y preceded by a consonant: change y to i and add es--ex. cry, cries; sky, skies
6. Nouns ending in y preceded by a vowel: add s to the singular--ex. turkey, turkeys
7. Some nouns ending in f or fe: change f or fe to ve and add s--ex. knife, knives
8. Some nouns: change internal vowels to form plurals--ex. goose, geese
9. Some nouns: add en or ren to form their plurals--ex. child, children; ox, oxen

Exercise for pluralizing

I. Nouns ending in s, z, ch, and sh

1. bush
2. fox
3. wish
4. tax
5. buzz
6. church
7. bench
8. thrush
9. branch
10. grass

II. Change in spelling

1. man
2. foot
3. woman
4. goose
5. ox
6. oasis
7. child
8. tooth
9. radius
10. fungus

III. Nouns ending in y

1. city
2. lady
3. turkey
4. chimney
5. baby
6. journey
7. enemy
8. alley
9. dictionary
10. party

IV. Changing f to v

1. wife
2. knife
3. half
4. calf
5. wolf
6. self
7. leaf
8. thief
9. life
10. loaf

IV. Nouns ending in o

1. hero
2. potato
3. trio
4. radio
5. echo
6. volcano
7. tomato
8. studio
9. zero
10. domino

Some suggested rules for capitalization

1. Capitalize the first word of a sentence.
2. Capitalize the first word of a quoted sentence.
3. Capitalize the word I.
4. Capitalize the days of the week, the months of the year, and the names of the holidays.
5. Do not capitalize the names of the seasons.
6. Capitalize the names of particular people.
7. Do not capitalize words that refer to people in general.
8. Capitalize the names of specific companies and places.
9. Do not capitalize words that refer to places in general.
10. Capitalize the names of languages and of national, racial, or religious groups.
11. Capitalize school subjects only when they are used with numbers or when they name languages.
12. Capitalize Mother, Father, etc. when they are used instead of relative's names.
13. Capitalize Mother, Father, etc. when they are used in direct address.
14. Capitalize positions, titles, ranks, jobs, and family relationships when followed by a name.
15. Capitalize the name of the Deity, or any noun or pronoun which stands for the Deity.
16. Capitalize the words north, south, east, and west or combinations when they refer to a section of the country, but never when they refer to direction.
17. Capitalize the first word and all important words in the titles of books, plays, stories, movies, songs, magazines, and newspapers.
18. Capitalize the names of specific documents, historical events, buildings, churches, schools, and clubs or other organizations.

Exercise in capitalization

1. my aunt and i were very close.
2. when she was dying, i wrote her son.
3. which is the tallest building in new york?
4. where is the washington monument?
5. the dance will be saturday, april 24.
6. he works for the famous patio foods company.
7. in hollywood, he stood on the corner of hollywood and vine.
8. next sunday is easter.
9. my favorite summer month is july.
10. is mari the daughter of mrs. gonzales?
11. is daddy home yet, mama?
12. my cousin is teaching my sister to swim.
13. is his secretary from the east?
14. does sergeant garcia live east of here?
15. poe wrote "the cask of amontillado."
16. i sold the express and news for fifteen years.
17. ask uncle bob to call aunt rose.
18. are you taking algebra II or geometry next year?
19. did you pass spanish?
20. president john f. kennedy was a catholic democrat.

Exercise in use of possessive forms of pronouns

1. (1, S) house burned down last night.
2. Give me (2, S) address before you leave.
3. Michael broke (3, S) leg in the accident.
4. There is no excuse for (1, P) neglect.
5. Margaret and Susie, did you get (2, P) dresses for the prom.
6. James and John left (3, P) homework on the bus.
7. I think that one is (1, S).
8. Did you lose (2, S) too.
9. The winning project was (3, S).
10. The glove on the bench is (3, S).
11. The fault was (1, P).
12. Are these cakes (2, P).
13. (3, P) is better than (1, P).
14. Golf was (3, S) hobby, but tennis was (3, S).
15. (3, P) idea was not as good as (1, S).
16. The judges thought (3, S) painting was more colorful than (3, P).

Exercise requiring use of apostrophes

1. To show possession. Change the following phrases into possessive nouns by using an apostrophe and s.

   a. the dresses of Mary

   b. the book of John

   c. the house of Margaret

   d. the toys of the child

2. Pluralization of letters, symbols, and numbers. Make the underlined plural.

   a. How many A did you get?

   b. She did not put enough s in Mississippi.

   c. James made 100 on all of his tests.

   d. I didn't get any F.

   e. His 1 looked like 7, so all his answers were marked as being wrong.

   f. On his personality test he received nearly all + .

Exercises in transformation

Requests or questions

1. The birds sing. (Sing, birds.) (Do birds sing?)
2. The boys played ball. (Play ball, boys.) (Did the boys play ball?)
3. Mary is my friend. (Be my friend, Mary.) (Is Mary my friend?)
4. John bought Marya a corsage. (John, buy Marya a corsage.) (Did John buy Marya a corsage?)
5. Our football team is a winner. (Be a winner.) (Is our football team a winner?)

Exercise in changing active voice verbs to passive voice verbs

1. The quarterback passed the ball to the end.
2. The Rolling Stones recorded a new album.
3. The class voted Mark as its president.
4. The class toured the Witte Museum.
5. The planned a picnic after the field trip.
6. Everyone enjoyed the outing.
7. Mrs. Gonzales brought soda for the students.
8. The bus driver fixed the flat tire.
9. The parents picked up the children.
10. Each person wrote a report about the trip.

Exercise in the use of reflexive pronouns

1. He (himself) told me about the skeleton in his closet.
2. She bruised (herself) badly when she went over the falls in a barrel.
3. I gave (myself) a high rating on modesty.
4. Given too much food, a goldfish will literally eat (itself) to death.
5. Sam, allow (yourself) time to proofread your essay.
6. Some science fiction writers use the theme that eventually we will destroy (ourselves).
7. If they are given the opportunity, they will police the picnic area (themselves).
8. Scholars, prepare (yourselves) for a tough test.

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Suggested lists for determining chronological order of events.

Baking a cake

1. Reading the recipe
2. Assembling the ingredients
3. Mixing the ingredients
4. Greasing and preparing pans
5. Baking the cake

Preparing for football

1. Conditioning
2. Drilling
3. Learning plays
4. Practicing plays
5. Playing a game

Presenting a play

1. Writing the script
2. Casting
3. Rehearsing
4. Rehearsing in full dress costume
5. Presenting public performance

Driving a car

1. Turning on the ignition
2. Starting engine
3. Fastening seat belt
4. Placing transmission in gear
5. Driving away

Appendix B

Condensed Job Descriptions

Condensed Job Descriptions

Administrative Manager

Nature of work:
To plan and schedule office and business tasks, deciding how they can be done most efficiently, supervising and instructing those who perform the work, and introducing new methods, procedures, and equipment to help personnel and customers.

Requirements:
- Superior organizational and managerial abilities
- A liking for detail work
- Ability to make decisions
- An analytical mind
- Tact, self-confidence, and an even temper
- College degree in Business Administration helpful

Outlook:
Promising through the 70's

Pay:
Approximately from $4000 to $20000 + annually

For additional information:

Administrative Management Society
Maryland Road
Willow Grove, Pennsylvania 19090

Office
1200 Summer Street
Stamford, Connecticut 06904

Administrative Management
51 Madison Avenue
New York, New York 10010

Armed Forces Serviceman

Nature of work:
To serve in one of the branches of the military force, doing assigned technical, administrative, and operational tasks.

Requirements:
- High school education preferred but not mandatory
- Ability to meet age and physical requirements for branch of service desired
- Willingness to accept varied duty assignments

Outlook:
Very good, especially since the armed services are dependent upon volunteers

Pay:
- Enlisted men, approx. $110—$800 month + allowances
- Officers, approx. $300 — $2300 month + allowances

For additional information:

Local recruiting agencies

Commander
Air Force Recruiting Service
Wright-Patterson Air Force Base, Ohio 45433

Commanding General
U. S. Army Recruiting Command
Hampton, Virginia 23369

Commandant (PTP-2)
Coast Guard
Washington, D. C. 20226

Condensed Job Descriptions

Armed Forces Serviceman (continued)	Book Editor
Commandant of the Marine Corps (Code DPO) Headquarters Marine Corps Washington, D. C. 20380 Chief of Naval Personnel Department of Navy Washington, D. C. 20370	Nature of work: To read unpublished and, in the case of the paperback book editor, published works to select suitable materials for his publishing house. Requirements: Ability to rewrite or restructure manuscripts Ability to write jacket copy Ability to keep records of manuscripts arriving and leaving Ability to do research Outlook: Good Pay: Approximately $100 week to $7500 to $15000 + annually For additional information: American Book Publishers Council One Park Avenue New York, New York 10016 American Educational Publishers Institute 432 Park Avenue South New York, New York 10016 Publishers Weekly 1180 Avenue of the Americas New York, New York 10036

Condensed Job Descriptions

Chemist

Nature of work:
To investigate the properties and composition of matter; to apply scientific principles and to use a variety of specialized techniques and instruments to measure, identify, and evaluate changes in matter.

Requirements:
Bachelor of Science (with chemistry major)
Ph.D. desirable
A liking for science and math
Perseverance and ability to concentrate on detail
Good memeory and an inquisitive mind

Outlook:
Favorable through the 70's

Pay:
Approximately $9500 to $15000 + annually

For additional information:

American Chemical Society
1155 16th Street NW
Washington, D. C. 20036

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue NW
Washington, D. C. 20009

Interagency Board of U. S. Civil Service
Examiners for Washington, D. C.
1900 East Street NW
Washington, D. C. 20415

Composing Room Personnel

Nature of work:
Hand compositors-To set type by hand when machine machine type setting would be impractical.
Linotype (or intertype) machine operators- To operate semi-automatic machines which set type.
Monotype keyboard operators-To operate machines which produce a perforated paper tape which is fed into the casting machine.
Monotype caster operators-To operate casting machines which automatically cast and assemble type which is guided by perforations in the paper tape prepared by the keyboard machine.
Phototype setting machine operators-To operate phototypesetting machines.

Requirements:
Willingness to undergo apprenticeship training
Courses in English, spelling, and math
Manual dexterity

Outlook:
Declining opportunities through the 70's

Pay:
Approximately $3.50 to $7.00 per hour

For additional information:

International Typographical Union
P. O. Box 157
Colorado Springs, Colorado 80901

International Typographic Composition Assoc., Inc.
2233 Wisconsin Avenue NW
Washington, D. C. 20007

Condensed Job Descriptions

Dental Hygienist

Nature of work:
To work under the supervision of a dentist, to remove stains and deposits from teeth, to take and record medical histories, to prepare diagnostic tests for interpretation by the dentist, to chart conditions of decay and disease for diagnosis by the dentist, to take and develop dental x-rays, to sterilize instruments, to act as chairside assistant to dentist, and to teach patients techniques of mouth care.

Requirements:
- Ability to pass state examination
- Graduation from accredited dental hygiene school (2 years for work in a private dental office, 4 years for research, teaching, and work in public or school health programs)
- High school graduation is necessary for admittance to dental hygiene school
- A liking for working with others
- Manual dexterity
- Cleanliness and neatness

Outlook:
Very good through the 70's

Pay:
Approximately $6000 to $8000 +

For additional information:

Division of Educational Services
American Dental Hygienists Association
211 East Chicago Avenue
Chicago, Illinois 60611

Division of Dental Health, Public Health Service
U. S. Department of Health, Education, and Welfare
Washington, D. C. 20201

Detective

Nature of work:
To gather, as a member of the police network, evidence which he hopes will lead to a solution of a crime and to the arrest of a criminal.

Requirements:
- Ability to meet the requirements of a police officer
- Initiative, good judgment, and the ability to accept responsibility
- Ability to cooperate with co-workers
- Good memory, mental alertness, and highly trained reasoning ability
- High moral standards
- High school education with courses in foreign language as well as other college preparatory courses
- Willing to work up through police ranks

Outlook:
Fair, with promotions to detective generally going to mature men with many years on the force

Pay:
Approximately $3000 to $10000 +

Condensed Job Descriptions

Electric Power Industry Customer Service Occupations	Foundry Occupations
Nature of work: Metermen-To install, test, maintain, and repair meters on customers' premises, particularly those of large industrial and commercial establishments. Meter readers-To go to customers' premises to read meters. District representatives-To serve as company agents in outlying districts which are too small to justify the use of more specialized workers. Requirements: Basic knowledge of electricity Willingness to complete approximately 4 years of on the job training Physical stamina Outlook: Not good since the trend is toward less frequent reading of meters and more automatic meter reading Pay: Approximately $3.80 to $5.50 + per hour For additional information: Edison Electric Institute 750 3rd Avenue New York, New York 10017 International Brotherhood of Electrical Workers 1200 15th Street NW Washington, D. C. 20005 Utility Workers' Union of America 1875 Connecticut Avenue NW Washington, D. C. 20006	Nature of work: Machine molders-To operate machines which simplify and speed the making of large quantities of identical sand molds. Bench and floor molders-To use mainly hand methods to make the sand molds. Requirements: Completion of 4-year apprentice training program (generally at least 144 hours of classroom instruction each year in such subjects as shop arithmetic, metallurgy, and shop drawing) 8th grade education minimum Manual dexterity Good vision Outlook: Little or no change through the 70's Pay: Approximately $3.75 per hour to start For additional information: American Foundrymen's Society Golf and Wolf Roads Des Plaines, Illinois 60016 Gray and Ductile Iron Founder's Society, Inc. 930 National City - East 6th Building Cleveland, Ohio 44114 Malleable Founders' Society 781 Union Commerce Building Cleveland, Ohio 44115

Condensed Job Descriptions

Industrial Designer	Lawyer
Nature of work: To combine technical knowledge of materials, machines, and methods of production with artistic talent to improve the appearance and functional design of machine-made products. Requirements: Completion of a course of study in industrial design Creative talent Skill in drawing Mechanical interests Outlook: Moderate growth through the 70's Pay: Approximately $150 to $300 + per week For additional information: Industrial Designers Society of America 60 West 55th Street New York, New York 10019	Nature of work: To advise people who need legal help of their rights and obligations and, when necessary, represent them in courts of law, to negotiate settlements out of court. Requirements: Ability to pass bar exams Three years of college work and graduation from law school A liking for working with people Ability to concentrate and work with details Good memory Outlook: Good through the 70's for those who rank high in their classes Pay: Approximately $12000 to $17000 + For additional information: Information Service The American Bar Association 1155 East 60th Street Chicago, Illinois 60637 Association of American Law Schools Suite 730 1 Dupont Circle NW Washington, D. C. 20036

Condensed Job Descriptions

Librarian

Nature of work:
To select and organize collections of books, pamphlets, manuscrips, periodicals, clippings, and reports, and to assist readers in their use; to classify and catalog books and other loan items.

Requirements:
M. A. in Library Science generally required
Ph.D. helpful
Interest in people
Intellectual curiosity
Ability to work with others

Outlook:
Good through the 70's

Pay:
Approximately $9000 to $20000 + annually

For additional information:

American Library Association
50 East Huron Street
Chicago, Illinois 60611

Special Libraries Association
235 Park Avenue, South
New York, New York 10003

Secretariat Federal Library Committee
Room 310
Library of Congress
Washington, D. C. 20540

Longshoreman and Stevedore

Nature of work:
To load and unload ships and to move the cargo on the docks. Specialized jobs: Winchman operates winches. Lift truck operator drives the vehicles used to haul heavy cargo. Hatch tender uses hand signals to tell the winchman where to place the load when the winchman's view is blocked. Checkers or clerks inspect and record the cargo. The gearman takes care of the loading equipment. The walking boss is in charge of the car loading and unloading operation.

Requirements:
Alertness
Willingness to cooperate
Strength and endurance
Thorough knowledge of rigging
Union membership practically a necessity

Outlook:
Not good; more competition for fewer jobs

Pay:
Approximately $9000 annually

For additional information:

International Longshoremen's and Warehousemen's Union (Independent)
150 Golden Gate Avenue
San Francisco, California 94102

International Longshoremen's Assoc. (AFL-CIO)
17 Battery Place
New York, New York 10004

Distribution Age
Chilton Company
56th and Chestnut Streets
Philadelphia, Pennsylvania 19139

Condensed Job Descriptions

Marble Setter, Tilesetter, and Terrazo Worker

Nature of work:
To cover interior and/or exterior walls, floors, or other surfaces with marble, tile, or terrazo.

Requirements:
Completion of apprenticeship (usually 3 years)
Physical stamina
Manual dexterity
Union membership may be required

Outlook:
Moderate increase in demand in the 70's

Pay:
Approximately $2.50 to $9.00 per hour

For additional information:

Bricklayers, Masons and Plasters' International Union of America
815 15th Street NW
Washington, D. C. 20005

International Association of Marble, Slate and Stone Polishers, Rubbers and Sawyers, Tile and Marble Setters' Helpers and Marble Mosaic and Terrazo Workers' Helpers
821 15theStreet NW
Washington, D. C. 20005

National Terrazo and Mosaic Association, Inc.
716 Church Street
Alexandria, Virginia 22314

Tile Contractors Association of America, Inc.
112 North Alfred Street
Alexandria, Virginia 22314

Mathematician

Nature of work:
Mathematicians in applied work develop theories, techniques, and approaches to solve problems in the physical, life, and social sciences.
Theoretical mathematicians develop principles and discover relationships among mathematical forms.

Requirements:
B. S. in math
Ph.D. important for advancement
Intense concentration ability
Intellectual curiosity

Outlook:
Field very competitive in the 70's for those with only bachelor's degrees; more favorable for those with graduate degrees

Pay:
Approximately $9000 to $18000 + annually

For additional information:

American Mathematical Society
P. O. Box 6284
Providence, Rhode Island 02904

Mathematical Association of America
1225 Connecticut Avenue NW
Washington, D. C. 20036

Condensed Job Descriptions

Newspaper Editor

Nature of work:

To evaluate all news articles which are to go in his paper, and to take action to get newspaper articles.

Editor-in-chief has responsibility for the entire paper.

Managing editor manages the news staff.

News editor and makeup editor are responsible, respectively, for the front page and the inside pages.

The city editor handles local news.

The national editor handles out-of-town news.

The foreign editor edits overseas news.

Copy editors proofread items before they appear in print.

Requirements:

- College education preferred in journalism or liberal arts
- Outgoing personality
- Ability to be objective
- Ability to work with and handle people
- A wide range of interests and knowledge

Outlook:

- Good for work on smaller papers; more competitive on large metropolitan newspapers

Pay:

- Approximately $500 to $1200 + month

For additional information:

American Newspaper Guild
1126 Sixteenth Street NW
Washington, D. C. 20036

Printing Pressmen and Assistant

Nature of work:

To prepare type forms and press plates for final printing and to tend the presses while they are in operation.

Requirements:

- Completion of apprenticeship (generally 2 years for press assistants and 4 years for pressmen)
- High school education
- Chemistry and physics are helpful
- Color visualization ability

Outlook:

- Moderate prospects through the 70's

Pay:

- Approximately $4.25 to $6.00 per hour

For additional information:

International Printing Pressmen and Assistants Union of North America
Pressman's Home, Tennessee 37850

Printing Industries of America, Inc.
1730 North Lynn Street
Arlington, Virginia 22209

Condensed Job Descriptions

Programmer

Nature of work:
To carefully analyze problems and develop exact and logical steps for their solutions before they are fed to the computer.

Requirements:
- Aptitude for logical thinking
- Patience and persistence
- College training highly advantageous
- Courses in mathematics and physics

Outlook:
Very good through the 70's

Pay:
$8000 to $15000 + annually

For additional information:

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

American Federation of Information Processing Societies
210 Summit Avenue
Montvale, New Jersey 07645

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Radio and Television Announcer

Nature of work:
To present news and live commercial messages, to introduce programs, to describe sports events, to act as master of ceremonies, to conduct interviews, to sell time and to write copy, and to act as disc jockey.

Requirements:
- Pleasant voice and excellent pronunciation
- Thorough knowledge of English usage, plus knowledge of dramatics, sports, music, and current events
- Good sense of timing
- Salesmanship
- Personality and showmanship
- High school courses in English, speech, and foreign language
- College education preferred but not mandatory

Outlook:
Moderate in the television industry, with better opportunities for beginners in radio

Pay:
Highly variable depending upon the area and duties

For additional information:

American Federation of Television and Radio Artists
724 Fifth Avenue
New York, New York 10019

National Association of Broadcasters
1771 N Street NW
Washington, D. C. 20036

Screen Actors Guild
7750 Sunset Boulevard
Hollywood, California 90046

Condensed Job Descriptions

Shorthand Reporter

Nature of work:

Courtroom reporter-To take notes, manually or by machine, of all courtroom proceedings and to transcribe notes.

Hearing reporters-To do the same thing at governmental hearings.

Legislative reporter--To follow this procedure at congressional and state legislative meetings.

Requirements:

- Topnotch stenographic skill (200 wpm)
- Sense of responsibility
- College training helpful
- Good hearing and vision
- Patient, even disposition
- Good vocabulary
- Wide general knowledge

Outlook:

Excellent

Pay:

Approximately $100 to $250 week plus extra compensation for transcriptions

For additional information:

National Shorthand Reporters Association
25 West Main Street
Madison, Wisconsin 53703

The National Shorthand Reporter
1421 Courthouse
St. Paul, Minnesota 44102

Sociologist

Nature of work:

To study the groups man forms in his associations with others.

Requirements:

- Ability to collect and analyze data
- Ability to conduct surveys
- Ability to supervise research projects or the operation of social agencies
- M. A. Degree in Sociology minimum
- Ph.D. helpful for advancement
- Necessary oral and writing skills to communicate the results of their research

Outlook:

Good for Ph.D.'s; steep competition for those with master's degrees

Pay:

$10,000 to $20,000 + annually

For additional information:

The American Sociological Association
1001 Connecticut Avenue NW
Washington, D. C. 20036

Condensed Job Descriptions

Stewardess

Nature of work:
To attend the briefing of the flight crew, to see that passenger cabin is in order, that supplies and necessary food and beverages are in the galley, to greet and assist passengers, and to heat and serve meals and to prepare drinks.

Requirements:
- Ability to meet height and weight requirements
- Physically attractive
- Pleasant voice
- Excellent vision
- High school graduation
- Foreign language helpful
- Willingness to attend training classes held by the airline

Outlook:
Very good

Pay:
$550 to $900 + monthly (approximate)

For additional information:

Air Line Pilots Association (Steward and Stewardess Division)
55th Street and Cicero Avenue
Chicago, Illinois 60638

Air Line Stewards and Stewardesses Association
Transport Workers Union of America
205 West Wacker Drive
Chicago, Illinois 60606

Theater Manager

Nature of work:
To handle all customer relations (comfort, safety, and entertainment); and to handle business management (dealing with money, employees, building expenses and maintenance, selecting and renting film, and concessions).

Requirements:
- High school education is important
- Courses in bookkeeping, English, typing, and public speaking
- Sales ability
- Good business sense
- Imagination
- Good personality

Outlook:
Good and improving

Pay:
Approximately $100 to $150 weekly to start up to $7500 to $10000 + annually

For additional information:

National Association of Theatre Owners
1501 Broadway
New York, New York 10036

Motion Picture Exhibitor
317 North Broad Street
Philadelphia, Pennsylvania 19107

Travel Agency Worker	
Nature of work: Information clerk or salesman-To give general information about train, ship, and plane schedules, fares, hotel accommodations and rates, tours, cruises, and sightseeing trips. Travel adviser or consultant-To help plan itineraries. Sales representative-To call on prospective customers to offer the services of the travel agency. Requirements: Enthusiasm for travel Ability to get along with people Patience and courtesy A liking for exacting work High school education preferred, college helpful Courses in history, geography, mathematics, public speaking, literature, and English Outlook: Keen competition, but a promising field for one with high qualifications Pay: $3600 to $18000 + annually For additional information: American Society of Travel Agents 360 Lexington Avenue New York, New York 10017 National Association of Travel Organizations 1100 Connecticut Avenue NW Washington, D. C. 20036	

Appendix C

Miscellaneous

Index of Films and Records

Filmstrips

Titles	Distributors
Adjectives	Encyclopedia Britannica Educational Corp.
The Book	Eye Gate House, Inc.
A Brief Introduction to Style	Educational Audio Visual, Inc.
Build the Framework First	Educational Audio Visual, Inc.
Building Reports	Encyclopedia Britannica Educational Corp.
The Card Catalog	Eye Gate House, Inc.
Choose the Topic and Get the Facts	Educational Audio Visual, Inc.
Commas in Clauses and Phrases	Society for Visual Education
Digging for Facts	Encyclopedia Britannica Educational Corp.
Finishing Reports	Encyclopedia Britannica Educational Corp.
First You Find It; Then Define	Society for Visual Education
Grammar, Modifiers	Curriculum Film Strips
Linking the Parts to Make a Whole	Educational Audio Visual, Inc.
Introduction (to grammar)	Coronet Films
Introduction to the Library	Eye Gate House, Inc.
Make the Alphabet Work for You	Society for Visual Education
Meanings Change	Youhg American Films
Origins from Other Languages	Young American Films
Origins from Latin and Greek	Young American Films
Painting with Words	Encyclopedia Britannica Educational Corp.
Parts of Speech	Society for Visual Education
Phrases and Clauses	Encyclopedia Britannica Educational Corp.
Pronouns	Encyclopedia Britannica Educational Corp.
Recognizing Clauses	Encyclopedia Britannica Educational Corp.
Recognizing Phrases	Encyclopedia Britannica Educational Corp.
Reflexive, Relative, and Interrogative Pronouns	Encyclopedia Britannica Educational Corp.
Revising for Content, Structure, and Style	Educational Audio Visual, Inc.
Selected Reference Sources I: General	Eye Gate House, Inc.
Selecting the Theme	Encyclopedia Britannica Educational Corp.
Sentence and Paragraph	Educational Audio Visual, Inc.
Spelling, Memory Aids	Curriculum Filmstrips

Titles	Distributors
Spelling, Seeing and Hearing	Curriculum Filmstrips
Spelling, Some Problems	Curriculum Filmstrips
Subject--Verb	Coronet Films
Subject--Verb--Direct Object	Coronet Films
Subject--Verb--Direct Object--Modifier	Coronet Films
Subject--Verb--Indirect Object--Direct Object	Coronet Films
Subject--Verb--Modifier	Coronet Films
Subject--Verb--Objective Complement	Coronet Films
Subject--Verb--Predicate Noun	Coronet Films
Synonyms, Antonyms, Etc.	Young American Films
Using Personal Pronouns	Encyclopedia Britannica Educational Corp.
Using Reports	Encyclopedia Britannica Educational Corp.
Verbs	Encyclopedia Britannica Educational Corp.
The Vowel, Backbone of the Syllable	Society for Visual Education
Why Study Grammar	Encyclopedia Britannica Educational Corp.
Who's Mispronouncing	Society for Visual Education
Word Building	Young American Films
Word Origins	Young American Films
Words and Their Ways	Society for Visual Education
You Can Find Words Easily	Society for Visual Education

16 mm films

Titles	Distributors
Applying for a Job (color, 13 min.)	Encyclopedia Britannica Educational Corp.
Choosing a Job (color, 12 min.)	Encyclopedia Britannica Educational Corp.
Communicating with the Public (color, 16 min.)	Encyclopedia Britannica Educational Corp.
The English Language--How It Changes (color, 11 min.)	Coronet Films
English on the Job--Listening and Speaking Skills (color, 13½ min.)	Coronet Films
Grammar--Verbs and the Ways We Use Them (b/w, 11 min.)	Coronet Films
How to Read a Book (color, 11 min.)	Coronet Films
How We Discover the Dictionary (color, 11 min.)	Coronet Films
Improve Your Vocabulary (color, 11 min.)	Coronet Films
Literature Appreciation--How to Read Biographies (color, 14 min.)	Coronet Films
Mythology of Greece and Rome (color, 16 min.)	Film Assoc. of California
Reading with a Purpose (color, 11 min.)	Coronet Films
Verbs--Recognizing and Using Them (color, 11 min.)	Coronet Films
What's in a Play (color, 17 min.)	Film Assoc. of California
What's in a Story (color, 14 min.)	Film Assoc. of California
Working Together (color, 12 min.)	Encyclopedia Britannica Educational Corp.
Your Job: Fitting In (color, 16 min.)	Coronet Films

Records

Romeo and Juliet (3 records)	Caedmon Records
Favorite American Poems Read by Ed Begley	Educational Record Sales

Magnetic tapes

All career oriented magnetic tapes listed in this guide are available from Brown and Associates.

A Partial Listing of Characters in Greek and Roman Mythology

Some of the important characters in Roman and Greek mythology are listed below. The accompanying descriptions are very brief and are meant to be only spurs to your memory. For a fuller review, please consult a good mythology source book, such as Bulfinch's Mythology by Frank Bulfinch or Edith Hamilton's Mythology.

Achilles, the central hero in Homer's Iliad, was vulnerable to injury only on his heel. He was killed by Paris' arrow during the siege of Troy.

Adonis was an extremely handsome lad who was loved by Venus. He expired on the horns of a wild boar.

Aphrodite (Venus) was the goddess of love and beauty.

Apollo held dominion over the sun, prophecy, music, medicine, and poetry.

Ares (Mars) represented war and battle.

Artemis (Diana) served as goddess of the hunt, of healing power, and disease.

Athene (Minerva) was the goddess of wisdom and power.

Atlas, as punishment, was forced to hold the world on his shoulders. His name has become a synonym for a person of great strength.

The Centaur possessed the upper torso of a man and the lower body of a horse.

Cerberus, a dog with saucer-sized eyes, guarded the gates of Hades, or the underworld.

The Chimaera breathed fire, and was part lion, part goat, and part dragon.

Circe, an enchantress, changed men into swine. Odysseus, or Ulysses, landed on her island during his long journey home.

Cupid (Eros), the offspring of Venus, was the god of love.

Perseus slew the Gorgon named Medusa.

The Sirens, sea nymphs who were part woman and part bird, lured sailors with their songs to the rocks on which the mariners' ships were dashed to pieces.

Theseus, with the aid of a ball of string, wended his way into the labyrinth to kill the Minotaur.

Vulcan (Hephaestus) was the god of fire.

The Cyclopes were one-eyed giants, cannibals, whom Odysseus encountered and outwitted during his travels.

Daedalus built the labyrinth to contain the monstrous Minotaur. He also created a pair of wings on which his son Icarus flew to his death.

The Gorgons, three evil sisters, had the power to turn people to stone with their glances.

Hades (Pluto) ruled as god of the underworld.

Hercules, a hero-god, won immortality by completing the twelve "impossible" labors assigned to him by Hera.

Hermes (Mercury) was the messenger of the gods.

The Hydra, a hundred-headed monster slain by Hercules, was able to grow two heads in place of each one severed. Hercules defeated the monster by searing with a torch the stub of each decapitation.

Juno (Hera) reigned as the queen of Heaven. She was the wife of Jupiter (Zeus).

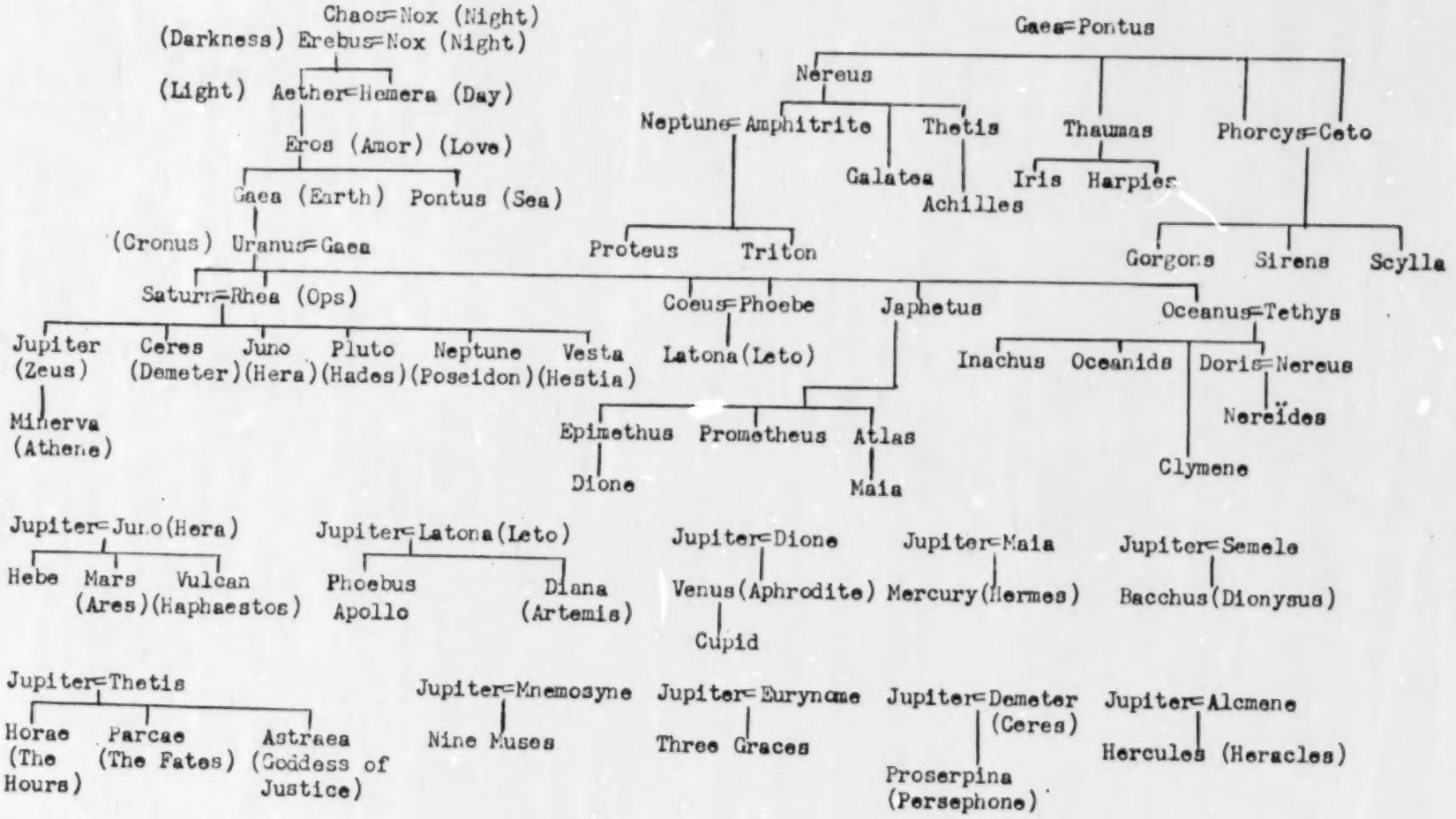
Jupiter (Jove, Zeus) occupied the throne as the highest Olympian deity.

Medusa, one of the Gorgons, had hair which had been changed into serpents. She was executed by Perseus, who used a mirror to avoid her petrifying glare.

The Minotaur, a creature half bull and half man, lived in the labyrinth on a diet of human flesh until he was destroyed by Theseus.

Morpheus was the god of dreams.

Neptune (Poseidon) had dominion over the seas.

Odysseus (Ulysses) fought heroically for the Greeks in the Trojan War. His adventures while he was homeward bound after the war are described by Homer in the Odyssey.

THE DESCENT OF THE GODS